YOU CAN DO IT:

A practical tool kit to evaluating police and community crime prevention programs

National Strategy
on Community Safety
and Crime Prevention

Stratégie nationale
sur la sécurité communautaire
et la prévention du crime

Canada

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This Tool Kit was made possible through funding from the National Crime Prevention Centre (NCPC) and the Department of the Solicitor General Canada, and support of the Canadian Association of Chiefs of Police (CACP). The project authority was the Ottawa Police Service. The opinions stated reflect those of the authors and may not necessarily represent the views of NCPC, CACP, Solicitor General Canada, or Ottawa Police Service policies or positions.

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Foreword

The development of this Evaluation Tool Kit is a direct response to an observed need from Canadian police services and community groups working with police.

Efforts to provide an effective assessment of community policing and crime prevention initiatives continued to be hampered because of a lack of easy to use resources explaining how to conduct an evaluation. Officers and community groups seemed to be frustrated and often confused and overwhelmed with the prospect of evaluation and results reporting.

It became increasingly evident that we, in Ottawa, were not alone in our need for an easy to use resource that explained program evaluation in a simple, straightforward manner and provided a step-by-step methodology or way to conduct an evaluation, free from jargon and needless complexity. We soon learned that other jurisdictions across Canada had the same need.

In response to this growing need, we decided to approach the Department of Justice - National Crime Prevention Centre and the Solicitor General's Department for a grant from the Crime Prevention Partnership Program in support of the development of a resource kit to address this need. With the endorsement of the Canadian Association of Chiefs of Police in May 2000, we were awarded a grant to develop an evaluation "tool kit" type resource instrument for use by Canadian police services and community groups working with police to use as a key reference in planning, evaluating, and assessing their crime prevention, problem solving, and community policing initiatives. In March 2001, we were awarded a grant to pilot the tool kit with a sample of police and community agencies across the country.

What you have before you is the finished product. We are very proud to have championed the development of this Tool Kit and hope that you will find it a valuable resource in your evaluation efforts.

Dr. Gail Johnson
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Acknowledgements

This tool kit is dedicated to and written for the crime prevention practitioner. Whether you are working in law enforcement, a school, neighbourhood watch, community action groups, a youth service agency, a women's club, a victim's service agency situated in an urban, rural, or remote setting, this guide is for you, the practitioner.

Initially, we sought and received a wide variety of advice from crime prevention and evaluation experts, police, and community and business groups from around the world. The piloting phase involved twelve different police and community groups across the country. The comments from all of these groups really helped in guiding us along our journey toward the publication of this tool kit. We thank all of you. A listing of those individuals and organizations participating in the data collection and piloting phases of this project are identified in Appendix 5.6.

The Tool Kit TEAM

The Journey to this Point

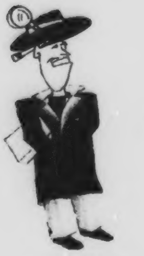
This project involved two comprehensive phases leading up to the development of this evaluation 'Tool Kit' resource instrument for use by Canadian police services and community groups working with police to assist with evaluating their crime prevention and problem-solving initiatives. EDUCON Marketing and Research Systems of Toronto, Ontario, Canada developed it and the project authority was Dr. Gail Johnson and Ms. Linda Rainey, of the Ottawa Police Service, Ottawa, Ontario, Canada. Gail Walker, President of EDUCON, was the project manager. This project was funded by the National Crime Prevention Centre, Ottawa, Ontario, Canada.

This project involved two comprehensive phases leading up to the writing of the tool kit.

1. The first phase resulted in a separate report, 'Building Blocks Towards Program Evaluation', which focused on a literature and Internet review, interviews with police, community, business, and experts to determine the 'state of the art' for self-directed program evaluation tool kits/guides, and an analysis of the few crime prevention program evaluations submitted by police departments.

2. The second phase resulted in another Report, 'Crime Prevention Performance Indicators' and was based on extensive interviewing of crime prevention experts and practitioners, our TEAM's knowledge of relevant crime prevention performance indicators, methodology and evaluation, and an extensive literature and Internet review.

It is clear from the literature review and the summaries of the various interviews that we live in a world where both traditional (e.g., crime rates, calls for service, levels of fear of crime) and non-traditional indicators (e.g., increased public activity in areas that generated avoidance before, less graffiti) can be used to assess achievement.



When attempting to evaluate your crime prevention programs you may want to consider these performance indicators.

Crime prevention programs really exist at two levels. First is the *infra-structure of the program*, which takes into consideration such things as paid and volunteer staff, police officer secondments, advisory groups or boards of directors, equipment, work space, and training seminars, **and** secondly, the *operational-structure* represented by the various activities and events that make up what the program was set up to do. As such, we were able to isolate from our various research findings specific performance indicators (PIs) at both levels. Indicators that we believe need to be considered when attempting to evaluate a community/police led crime prevention initiative.

They are:

Performance Indicators

Infra-structure PIs	Operational Structure PIs
Police Commitment	Signs of Incivility & Disorder
Community Participation	Levels of Fear
Community Awareness	Repeat Victimization
Inter-agency Cooperation/Partnership	Community Feedback

A summary of the performance indicators, as set down in the second phase report, is included in Appendix 5.5 and a copy of the complete document in the Adobe Acrobat format is included on the attached CD.

A point to remember

During the past ten to fifteen years, a number of police departments across Canada have put in place a problem solving approach to their delivery of service in general, and crime prevention specifically. In some cases, a police department found it convenient to adopt the original problem-oriented approach with its four stage problem-solving process --- scanning, analysis, response, and assessment (better known as the SARA-model). While other departments modified this approach to fit their own operational environments (e.g., the RCMP and the OPP).

Regardless of the model used, the final stage always involves some level of assessing whether the action taken has the desired effect on the initial problem. In other words, it is meant to provide some kind of feedback to the police department on how well the response to the problem is working. This fourth stage is important, however it is not the same as conducting a program evaluation. The evaluation process, as you will find out, is far more complex and comprehensive than what is involved with the problem solving models.

The Approach Taken in the Preparation of this Toolkit

About This Tool Kit

This tool kit is really a guide. A guide for frontline crime prevention practitioners, whether they are police, volunteers, or not-for-profit organizations, that want to get a good sense of how their crime prevention program is doing.

Most evaluations are written by and for the research and academic community. This guide is *not*. It is aimed at those women and men across this country who need a practical set of tools to assess their grassroots programs, improve those programs, and provide the necessary information to justify that their program is worth expanding, based on reliable and factual information and not just on those so-called 'gut reactions' and enthusiasm.

This guide is not written for the policy maker. Rather, it is written for the individual who must convince the policy maker that the program is worth the effort and the costs involved. It is written for the individual or organization that wants to share their program with others by demonstrating its strengths and limitations, its achievements and overall impacts, as well as its operational advantages in comparison to more conventional means of crime control.

Our goal, and you will learn all about goals in Chapter Two, is to develop a guide that discusses evaluation in a practical and easy to follow manner. We will use the jargon of evaluators but define it using practical examples. Our examples will be ones most crime prevention practitioners recognize and can identify with. However, there may be some new concepts for some of you; therefore, we have included a 'Glossary of Terms'.

If you need assistance with some of the 'jargon' check out the 'Glossary of Terms' included in Appendix 5.3.

We plan to keep our discussions light and humorous whenever appropriate. That is not to say we are planning to make fun of evaluation, on the contrary, we want you to have fun reading about evaluation. Evaluation is a serious business and significant decisions are often made based on evaluation results. However, understanding the evaluation process does not have to be arduous. As a matter of fact, when an evaluation process starts to get too complex in its design then it would make a lot of sense to consider bringing in the specialists.

The evaluation process we are promoting is based on a straightforward and simple approach. One that calls on basic analytical skills, which can result in a final report that meets both the evaluator's expectations as well as those of other program stakeholders.

How Is The Information Presented

We do not want to bore you, frustrate you, or waste your time. In other words, we want to present our information in a fashion that is easy to follow, fairly simple to implement, is fun to read, and recognizes the reader's capacity to undertake an evaluation that is both meaningful and helpful.

How do we plan to do this? — By:

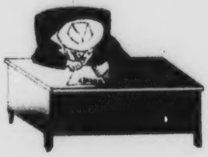
- Making an extra effort to get to the point quickly and as succinctly as possible. This is accomplished by organizing what we want to say into four chapters supported by some very practical examples in the body of the Tool Kit and via a series of appendices;
- Giving practical examples of programs whenever needed to explain evaluation concepts. We focus our examples on the topic at hand, crime prevention, and in this way keep the reader on track by reinforcing their thinking in this area;
- Providing ***'really good ideas – RGIs' and 'really good examples – RGEs'*** of evaluation concepts and tools. We believe that a guide is all about not having to re-invent the wheel;
- Showing the reader how to display your results to get them across visually. Sometimes 'seeing' through examples can save a few hundred words of description. Consequently, another of our appendices helps the reader use tables, graphs, and charts to get the message across. In other words, we hope you will go ahead and use these examples as is or modify them to fit your needs;
- Introducing a variety of graphic characters, symbols, and icons that we use to get your attention, make our point, and stress the importance of the idea or thought being discussed. You have already met our friendly mascot, ***Howie Doing, he identifies key ideas or examples that we would like you to pay particular attention to.***
- Including a CD on the back inside cover for those of you who would like to work with the guide in electronic form. The files on this CD are in a '.pdf' format, and include this entire guide with all its RGIs about evaluation concepts and RGEs of program evaluation models, surveys, tally sheets, check lists, and tables. All you need is Adobe Acrobat and Voilà! – There it is! The entire guide for your easy access and use; and
- Finally, it is important to point out that this guide has been ***piloted with police agencies and community groups in a number of sites across Canada*** (including: Victoria, BC; Nanaimo, BC; Calgary, AB; Prince Albert, SK; Orillia, ONT; Ottawa, ONT; Tyendinaga Mohawk Territory, ONT; Toronto, ONT; Montréal, QUE; Fredericton, NB; and Coleharbour, NS. It was important that we develop a guide that was easy to understand, implement, and produced the kind of evaluation that was both useful and helpful. The results from that piloting phase have been incorporated and we believe have made what you are about to read more credible and reliable. [*Appendix 5.6 includes the listing of the pilot site participants*].

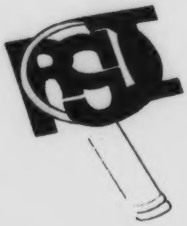
REAL GOOD
E.g.
RGI

Howie Doing will continue to identify key points as you continue reading through this tool kit.

Icons Used To Stress Key Ideas, Concepts, or Examples

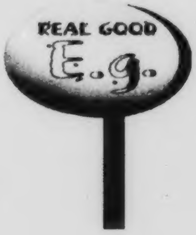
As already mentioned, **Howie Doing** is our friendly mascot and he will appear throughout the document in a variety of stances, ***as a guide stressing key points***.





The **RGI** icon alerts you to those **really good ideas** that we believe will make your evaluation even better.

The **RGE** icon flags useful **really good examples** that in our experience will help you in the design and implementation of your evaluation.



Sonia Williams, Toronto, designed selected icons in this Tool Kit.

How This Tool Kit Is Organized

This tool kit is organized into four chapters supported by some very practical examples in the body of the report and via a series of appendices.

Chapter One: 'Understanding Evaluation' is comprised of four sections. It lays the foundation for evaluation by discussing what evaluation is and links it to crime prevention programs in particular. This chapter provides some concrete reasons why you would want to undertake an evaluation. Clearly, the reasons given are not exhaustive so you will be able to add some of your own. When undertaking an evaluation it is also important to know when you should turn the 'reins' over to the experts, so there is a section devoted to 'who can do it'. The chapter concludes with some hints about how evaluation can help your organization.

Chapter Two: 'Getting Underway' is also comprised of four sections and addresses designing the evaluation process. It looks at the importance of developing specific goals against which to measure progress and suggests the use of a 'program logic' as a means to describe all the aspects of your program. Some specific examples will assist you to better understand this concept and the interrelatedness of the four components of the 'logic', such as: all those activities that go into the program are the inputs, all the activity the program generates are the outputs or the efficiency measures, all the program results are the outcomes, and whether the program did any good or had any effect are the impacts or the effectiveness measures. There is also some discussion stressing the importance of identifying *all* your stakeholders, an area often forgotten. This chapter concludes with a discussion about *measuring what counts*. Therefore, we have identified eight performance indicators (PIs) that we suggest you use as a pointer for directing your program evaluation. In other words, ask yourself "does my program contain any of these PIs?" We suggest it should!

Chapter Three: 'Implementing Your Design' is the longest chapter and is comprised of three sections. Selecting the right kinds of methods to collect information, gathering the information you need, and determining what the information tells you are the main focal points of this chapter. The various sources of information described include surveys, personal interviews, document reviews, focus groups, and observation. Evaluations are about asking the right questions so we have developed an 'Action Table' to assist in program management and operations of your evaluation. This chapter concludes with a discussion about the two types of data, what you will need to do the job, and the interpretation of your findings.

Chapter Four: 'Writing and Communicating the Results' is the final chapter and is comprised of four sections. This chapter discusses how to go about collating the information, developing a suitable report style, how to get the right message across, and some important guideposts for the best use of the results. There is a very comprehensive outline to assist you in writing up your report.

Finally, there is a series of *six Appendices* that provide a lot of information and practical examples that you can photocopy or edit using your CD-ROM and Adobe Acrobat. Section 5.1 includes: a work schedule, practice forms of the program logic and the action table, lots of questionnaires and checklists, and a tally sheet. Section 5.2 includes examples of how you can depict your results using tables or graphs. Sections 5.3 and 5.4 respectively include a very detailed Glossary of Terms and some useful evaluation references. Section 5.5 provides a summary of the performance indicator report. Remember those eight PIs that were previously mentioned? Well, this summary provides a little more detail than what was included in the body of the report. The entire document is also included on your CD-ROM. Finally, Section 5.6 includes a listing of all those individuals that were consulted as part of this project.

Understanding Evaluation

Chapter One

This chapter is intended to help you make up your mind whether you want to go ahead and evaluate your crime prevention program or not. On the other hand, if there is no choice in the matter and the program must be evaluated then this chapter provides a number of the basics about evaluation described under four key sections.

1.1 What it is!

- ☐ Covers what evaluation is in a broad sense and then links it to crime prevention programs in particular.

- ☐ Pays particular attention to three types of evaluation that seem to be the most popular when it comes to looking at crime prevention programs involving a community policing partnership, specifically: (a) process, (b) outcome, and (c) impact evaluations. The discussion will look at where each model can best be used and why this is the case.

1.2 Why do it?

- ☐ Discusses the most common reasons for taking on an evaluation and the value of evaluation as an inherent component of any crime prevention program. Evaluation should not consistently be an afterthought, as often appears to be the case. Rather, program developers should include plans for an evaluation as part of their overall program development and subsequently ensure that the results contribute to program improvement.

1.3 Who can do it?

- ☐ Focuses on demystifying the complexity of evaluations and reassures you that you can undertake the task provided you recognize those points at which hiring an expert makes better sense.
- ☐ A generic list of skills will be proposed that, in combination with other techniques described in future chapters and some *really good examples* (RGE) thrown into the mix, should make the evaluation seem a lot less daunting.

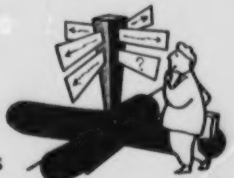
1.4 When it helps!

- ☐ This chapter will close with a description of those benefits that can emerge to assist with the future success and viability of your program.

Chapter 1

Understanding Evaluation

1.1 What it is!



Crime prevention programs in Canada have long been the domain of police and/or citizen volunteers, with the last twelve years stressing the importance of partnership through community policing and problem-oriented policing initiatives. However, when it comes to evaluating these programs, both groups rarely have the practical experience with evaluation or ever give much thought to undertaking such an activity. Consequently, when the opportunity presents itself, either as a request or an idea, those who would be involved often cringe at the prospect. Part of the hesitation comes from not knowing or understanding what evaluation is. So why not start there!

A basic and practical definition could go something like this.

> **Evaluation is a process by which a program is examined to determine whether it is meeting its goals and objectives** [redacted]

Evaluation is necessary to the success of crime prevention initiatives. Done properly, evaluation can be a tool for sound management, a platform for building success and correcting mistakes, and a means for demonstrating the effectiveness of the community's investment.

This definition actually tells us a lot about what one has to do during the evaluation, such as:

- ☐ Making sure the goals and objectives of the program have been set down;
- ☐ Identifying the various activities that are done by those involved in the program;
- ☐ Clarifying exactly what results are expected from the program's activities;
- ☐ Designing a method for getting at the information you want to evaluate; and,
- ☐ Analyzing the information so conclusions can be made about the program.

Put another way, the definition talks about: the reasons for doing something (goals and objectives); what is actually done (the program's activities); what we expect will happen as a result of these activities (the results); identifying what in fact did happen (gathering the information); and, what does this information tell us about the program (drawing conclusions).

This definition can fit very well when looking at crime prevention programs run by the police, a group of citizens, or both through some form of partnership. One usually finds that these programs have identifiable goals and objectives, specific activities, and clear expectations about the anticipated results.

Here is a *Really Good Example (RGE)* of what we mean.

Lock It or Lose It Program

General Description:

The "**Lock it or Lose it**" program is a popular theft control and, therefore, crime prevention initiative used by police departments to reduce the stealing of goods from vehicles parked in large parking facilities, such as those found attached to apartment and office buildings, shopping malls, sports complexes, and community centres.

Objectives:

- ☑ Increase driver's awareness of the risk of theft when they leave their vehicle unattended in large parking lots with the windows open and/or a door unlocked.
- ☑ Increase driver's awareness that items and packages left visible in a parked vehicle are an invitation to having them stolen.
- ☑ Increase the number of vehicles that are locked with all loose items out of site.
- ☑ Reduce the number of calls to the police about theft from vehicle offences in large parking lots.

Program Activities:

- ☑ Visit the target parking facilities and determine the number of vehicles that are unlocked and/or have items in clear view.
- ☑ Check with the police statistics to determine the number of reported thefts from vehicles in the targeted parking lots.
- ☑ Design and print up windshield flyers informing drivers of the risk of theft from their vehicle when left unlocked and items visible in a large public parking lot.
- ☑ Have citizen volunteers distribute those flyers to every vehicle parked in a target location.
- ☑ Repeat the distribution blitz over several successive days and/or weekends.

Expected Results:

- ☑ Reduction by 50 % in the number of vehicles with unlocked doors and/or items in clear view in public parking facilities after the 'flyer campaign' is completed.
- ☑ Reduction by 60% in the number of reports to the police concerning a theft from a vehicle after the 'flyer campaign' is completed.
- ☑ A general awareness of citizens who use these parking facilities with the program.

As you can see, some of the basic elements found in our definition are here and, as such, one could proceed with an evaluation with very little effort.

Evaluation should have a direct link to your program plan.

A plan consists of:

- A Mission
- Goals
- Objectives
- Strategies for implementing objectives
- Action plan for attainment of objectives.

Refer to Appendix 5.1 for another example for a "Graffiti Removal" program.

Which Evaluation Model to use?

You mean there is more than one!!

Yes, there is but this isn't necessarily a bad thing or meant to make you start to cringe all over again. The two most common *evaluation models*, summative and formative, tend to measure and analyze similar aspects of a program and are designed to help program managers make specific decisions about the program under study. The main differences lie in *what decisions* are made and *when the evaluation begins*.

The **summative model** is aimed at providing information to decide whether to continue with or close down a particular program. Therefore, the information gathered would focus on helping the manager decide on which of these two roads to take. We already pointed out the difference when it comes to the decision to be made. On the issue of timing, the summative model usually takes place at a point close to the end of the program --- usually a point before the existing resources run out.

The **formative model** is far less 'either-or' in its purpose. This approach is aimed at taking a variety of measures as to how well the program is performing, with a view to making recommendations aimed at correcting any limitations as well as enhancing the achievements. This formative model should ideally be a built-in component of the overall crime prevention program development and delivery. Remember! The formative process is aimed at ensuring the best program continues to be delivered at all times; therefore, what is to be measured needs to be determined at the program onset and the process for making those measurements undertaken at regularly scheduled times --- for example, Interim Reports about the program progress.

Summative model: **Is a type of outcome evaluation that assesses results or program outcomes. It is concerned with a program's overall effectiveness.**

Formative model: **Is a type of process evaluation of a new program or service and looks at how the program is performing.**

As the prospective evaluator, you will need to choose which model you want to use. Formative evaluation is time-consuming because it requires becoming familiar with multiple aspects of a program and providing program personnel with information and insights to help them improve. Before launching into a formative evaluation, make sure that there actually is a chance of making changes for improvement.

The more a program has clear and measurable goals and consistent replicable materials, organization, and activities, the more suited it is for a summative evaluation.

How About Measurement?

Regardless of your choice of *model*, what is measured will fall into three categories: process measures, outcome measures, and impact measures.

- *Process measures* are those information sources that tell you how the management and delivery of your crime prevention program is actually progressing. It involves looking at both the *inputs*, or all those activities that define the program in terms *of what was done and why*, and the *resources devoted* to it; while the *outputs* address the efficiency of the program and define it in terms of w*hat was accomplished*. In other words, it answers such questions as:

☑ Has a plan of delivery been developed and put in place?
☑ What are the program's most important characteristics?
☑ Are the necessary police and volunteer personnel in place and doing their designated tasks?
☑ Are the planned meetings and training sessions taking place?
☑ Are the planned activities taking place and in the manner intended?
☑ How many people did the program serve?

- *Outcome measures* are those information sources that tell you whether your activities, the things your program does, have *resulted* in the environmental and/or behavioural changes you expected. To what extent have the program goals and objectives been met? Depending on the crime prevention program, these measures could tell you such things as:

Environmental Changes

☑ Whether the graffiti was removed or not.
☑ The number of new stop signs or streetlights that were installed.
☑ The number of abandoned buildings that were torn down.

Behavioural Changes

☑ A reduction in targeted crimes.
☑ Increase in people using mediation programs versus resorting to the court system.
☑ Increased citizen use of a park formerly overrun by drug dealers and users.

- *Impact measures* are those findings that tell you that your crime prevention program has actually resulted in the overall changes that it was *intended to accomplish*, and whether they have *any effect*, such things as:

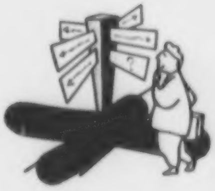
☑ A reduction in the fear of crime.
☑ Raises the quality of life throughout the community.
☑ Puts in place crime prevention activities that everyone follows regularly.

It should be clear from our examples that each of the measures is not complicated. Now we need to discuss further why we set out to do an evaluation in the first place --- or as we like to call it, the ends justifying the means factor.

Summary:

Process measures	**are the input and output-efficiency measures. They answer: *What was done and Why? What was accomplished?***
Outcome measures	**are the results of the program. They answer: *How well were the activities done?***
Impact measures	**are the effectiveness measures. They answer: *Did the situation improve? Did the situation improve as a result of the program?***

1.2 Why do it?



There usually needs to be some *good reason why* you would want to take on something that is new and possibly a little foreboding. Whatever the reason, it should be one that has a meaningful purpose and therefore pushes you to do a good job to ensure you get the best possible answers. Even if the answers are not completely what you want to hear, they can still play a key role in helping you make decisions about your program. This being said ---- what reasons are the ones most frequently given by those adventurers who have taken the leap and evaluated their crime prevention programs?

➢ We know we're good and we want to prove it!

Evaluation can seem a bit of a pain given the work involved, however, demonstrating that your program is as good as you believe can be important by providing you with the confirmation you need to show others your success and that you are efficient and effective.

➢ The program's on the line so we need to show our worth!

In police departments, there are often two key things that impact on the longevity of crime prevention programs: money and time. Money usually means budget and budget cuts tend to go after those activities that are not traditional policing when savings need to be made. Similarly, time means involvement and when other priorities suddenly emerge, like a rash of neighbourhood break-ins, those assigned to crime prevention programs often get seconded to help patrol staff deal with the problem. When either of these things happens often enough, people begin to question the value of keeping crime prevention programs going since they are always the victims when cuts or additional resources are needed. In these cases, an evaluation can help set the record straight about the importance of the program and the need to insulate it from external threats such as the two discussed here.

We're good but we think we can be even better!

A classic sign of a good program is the desire of its managers to become even better. This often is the situation with crime prevention programs that target specific issues, meet their goals, and then look to see if they can be even more efficient and/or effective in meeting those goals. A formative evaluation would work well here given its capacity for providing indicators of how well a program is doing, while at the same time setting out where change or revisions to the mandate is warranted to enhance both efficiency and effectiveness.

The funder wants to know how we are doing!

When a funder asks for an evaluation to be done it can be for any number of reasons, including:

- ☑ To ensure the money is being well spent. This we often refer to as being held accountable;
- ☑ To determine whether they will continue funding your program;
- ☑ To determine whether the funding needs to be increased or be decreased;
- ☑ To determine what community changes have taken place; and
- ☑ To determine what elements of the program are important to its success.

Regardless of the reason, all funding groups want to know that their money has been well spent, often asking for an evaluation as part of the funding agreement. Don't be surprised at what they might ask but at the same time be sure that what they are asking is relevant and possible to achieve.

We want others to learn from our experiences!

Often a crime prevention program has great results but no one ever hears about its successes. In other cases, a program has been replicated but the results are different from the original program's outcomes. Other groups like what they see and are considering replicating your program but want to know its limitations before they invest the time, personnel, and costs.

In all three of these examples, an evaluation is an excellent mechanism to identify and confirm your successes; to explain why your results are different; or spell out your program's advantages and pitfalls to assist others with their own implementation process.

Evaluating a crime prevention program is being proactive!

> Being proactive is a good thing in policing as it shows the world that you like to think ahead and not just react to things. ***Being proactive is a good idea and using an evaluation to be proactive is a REALLY GOOD IDEA!!***

Why is that?

Well, as you have come to realize by now, an evaluation can bring out the best of your program, while at the same time identifying what changes need to be made to make it even better. Evaluation can also set out the various outcomes and impacts that result from your program's various activities and knowing these will be helpful in developing programs that reduce crime even further.

That is what being proactive is all about, learning from the present and past to improve the future! Evaluation is one way to make that happen and that is what makes it a REALLY GOOD IDEA!!

So it makes a lot of sense to build an evaluation into a crime prevention program right from the start. In that way, you can be on top of any need to change, as well as being able to identify what is working well and why. In other words, you are thinking proactively.

A good program is always proactive.

Evaluation can provide a solid measure of how the program is doing and did it accomplish what it set out to do.

1.3 Who can do it?

Not everyone can undertake an evaluation, that is for sure but it is also safe to say that you don't have to be a statistical guru either. However, many people who could do an evaluation hesitate and shy away. They use such reasons as: not enough time; too complicated; can't do the math; or, too boring. If any of those reasons fit with your thinking, we hope you won't sign off just yet. Read on to see if what is said might make you reconsider your position.

What is important to remember though is that not every evaluation can be done by anyone. There are some evaluations that need that expertise and knowledge, which doesn't come with just being able to do simple math, thinking logically, and developing a work plan.

So when do you call in the expert?

Well, it depends... Aha, here we go with a whole bunch of 'bafflegarb' that will only serve to confuse the reader. Right? No, not really, just hold on and continue reading for a paragraph or two.

Some evaluations are designed to look at more than just totals, averages, and percentages, the three most common mathematical evaluation requirements. In some cases, the evaluation needs to make comparisons across different program methods; or draw inferences from the different responses given by people answering a survey; or determine whether a particular finding is truly significant or just one that occurred by sheer luck or the luck of the draw. In these cases, someone with advanced statistical skills needs to be brought in, particularly someone who is trained in and experienced with the various statistical analysis software programs on the market today (e.g., SPSS-PC).

Other evaluations may need a whole variety of data instruments to get the kind and level of information deemed important. When that is the situation, it is not so much the kinds of instruments to be concerned with but the variety and how to cross-reference their various results and draw accurate conclusions.

Some evaluations are designed to be more like research experiments, so if your evaluation looks like it is going to take on the life of a research experiment, call for help. It will make your life easier.

Research evaluations usually require the evaluator to: set up experimental and control groups, matching them as closely as possible; use sophisticated statistical software to generate the findings and have expertise in the analysis of the findings; and, have a history of writing detailed, analytical reports that can defend the overall findings from the evaluation. Simply said, these evaluations require help and if this is the route chosen then be prepared to seek out the necessary resources elsewhere.

If you have a university or a community college in your area, they are always a good place to start your search. If you have a budget to pay for the evaluation then you may want to develop what is called a *Request for Proposals* in which your evaluation needs are described. Those consultants interested in doing the evaluation can then put together a proposal as to how they will do the work and submit it for your consideration and possible selection.

We hope it is a little clearer that sometimes it makes sense to call for help from those more skilled in evaluation procedures and analysis. In this way, you can get the most from the exercise and prevent unnecessary worry on your part when things get a bit too confusing or complicated. The following checklist can help when deciding whether to call in the 'cavalry'.

'When to call the Experts' Checklist

- ☑ The evaluation requires complex statistics to analyse the results.
- ☑ The evaluation design uses a large number of information gathering methods that need detailed comparison and analysis.
- ☑ The evaluation needs to analyse data from different points in time to see what changes have occurred and why, this usually involves a 'time series analysis'. If so, call for help.
- ☑ It is not clear what kind of information will be the most helpful in getting at the answers you need from the evaluation.
- ☑ A detailed analytical report of the findings is expected and you have no idea what that means, let alone what is involved.
- ☑ The evaluation appears to be taking on the image of a research experiment, with experimental and control groups that require different levels of statistical comparison.

Hiring someone else to do the job is not what this Guide is all about!

Our goal is to get you, the crime prevention practitioner, sufficiently pumped up that you take on the job. That means we have to focus our thoughts on creating a generic approach to evaluation that is sufficiently adaptable to allow the user to fit it to their specific needs. Although there is considerable debate about the so-called 'cookie cutter' model of evaluation, we believe in an approach that is sufficiently generic that it can be molded to fit the needs of the program under study. Such a model can meet most of your evaluation needs in the area of crime prevention. The following chapters will be used to set out that model and give the reader lots of ***RGIs and RGEs*** to make the model come to life.

In the meantime, just to get you primed for that journey, it would probably be very safe to say that you, and any others you choose to bring along the way, possess the basic necessities of any evaluator's tool kit. Here is the short list, and believe me it is a short list:

☑ We know you can read, as you are still with us!

☑ The basics of arithmetic --- add, subtract, multiply, and divide will do quite nicely.

☑ Writing is needed to get your findings down on paper --- but if this is not a personal strength there is bound to be someone who can help;

☑ We all can think --- to what degree depends on you; and finally,

☑ A reasonable level of self-confidence to approach and interact with strangers when necessary --- here too you can get others to help if they are better at it than you.

These are the basics on which we want to build your ability to tackle the evaluation and show the rest of the world (well, at least your community policing partners) exactly what your crime prevention program can do.

1.4 When it helps!

So far, we have been giving all kinds of hints and innuendos about when and where an evaluation of your crime prevention program can help. Consequently, it makes no sense to go through these details a second time. Instead, we will simply close out this chapter by creating another checklist for your reference and some key points to remember. You can then select from this list and key points the various ways that an evaluation of your program will help you, the program, and the community it serves. Once selected, they can serve as the impetus for you to keep reading and eventually take on the challenge of an evaluation. After all, if the end result helps make communities safer, then the investment was worth it.

EVALUATION

How Evaluation Can Help

☑ Identify where changes are needed and how these might be implemented.
☑ Increase the efficiency with which your program is delivered.
☑ Demonstrate whether the program has been effective in addressing its goals and objectives.
☑ Provide feedback to those involved in the program about their role and responsibilities.
☑ Verify the program successes and to whom/what these can be attributed.
☑ Creating a way to get the word out about your program and its achievements.
☑ Continue to demonstrate that the program is worthy of financial support.
☑ Help win the support of the people who count.

Some Key Points to Remember

- Evaluation is a way to look at a crime prevention program by identifying:
  - ☑ What you hope to achieve;
  - ☑ How you hope to achieve it;
  - ☑ What in fact does happen; and
  - ☑ Whether that is what was expected or not
- There are two basic evaluation models to consider when planning your evaluation.
  - ☑ A **Summative model** is one that is conducted at the end of the program and makes recommendations of whether to continue the program or not.
  - ☑ A **Formative model** is conducted while the program is ongoing and helps to keep it on track by providing suggestions on how to adjust those aspects that are not working as well as you would like.
- There are many reasons for undertaking an evaluation and it is important to identify the one(s) that applies.
- Many aspects of an evaluation can be done without years of experience. However, it is important to recognize when you need help from the expert.

REAL GOOD
E.g.

Selected References Relevant to This Chapter

- **What me evaluate?** (1986). The National Crime Prevention Council. Washington, DC.

- **Keeping on Track.** (1990). Women's Research Center.

- **Step by Step.** (1997). The National Crime Prevention Centre. Ottawa, ON.

Appendix 5.6 contains a listing of additional references.

Work Schedule

To help you get started, we have created a neat little *checklist* to get organized while travelling along the evaluation path. Read through the list carefully. All the things on this list have or will be discussed in the forthcoming pages.

Having decided upon the approach you will take to the evaluation study, it is a good idea to develop a work schedule for your evaluation activities. The following work schedule form should be of assistance.

A work schedule will assist you to keep on track with your evaluation.

Evaluation Work Schedule

	Expected Completion Date
1. Clarify why the evaluation is needed	______________
2. Identify the focus of the evaluation	______________
3. Specify the goals and objectives of the study	______________
4. Identify the questions to be answered by the evaluation	______________
5. Determine information requirements	______________
6. Determine information sources	______________
7. Select the evaluation approach	______________
8. Select or develop appropriate data collection methods and instruments	______________
9. Collect the data as planned	______________
10. Analyze the data	______________
11. Report the information orally to appropriate individuals	______________
12. Write the final report	______________

Getting Underway

Chapter Two

In this chapter, we will start to get down to the job at hand — designing your evaluation process. Evaluations work best when you plan for them and set forth a process that will take you from start to finish. This chapter discusses the critical steps in confirming what goals are to be addressed and how they are best measured.

2.1 Confirming the Program's Goals

- ☐ **Every evaluation must have specific *goals* against which to measure progress.**
- ☐ **You will have to differentiate between *process* and *impact goals,* as both are important in determining the overall achievement/success of the program.**
- ☐ **It is important to ensure that these goals are in place before the program begins, in this way the evaluation can address progress from the onset.**

2.2 Describing the Program

- ☐ **It is important to describe your program. We do that by developing what is called a *program logic model.***
- ☐ **A logic model is a written picture of what goes into the program to make it work — in other words the resources and activities.**
- ☐ **The model then describes all the various activities those resources generate; what results are expected (i.e., the outcomes); and, finally, the overall effects you expect from the program (i.e., the impacts).**

2.3 Identifying the Stakeholders

- ☐ **It should become clear from your program's logic model as to who the main *stakeholders* are.**
- ☐ **It is necessary to identify the stakeholders and/or groups right from the start since they will have an interest in your evaluation findings.**
- ☐ **Their expectations could impact on the type of information you gather and the methods used to gather it.**
- ☐ **Some stakeholders often have a direct say in defining the goals that drive your program.**

2.4 Can the Program be Measured?

- ☐ **We discuss the concept of *measuring* your program's outcomes and outline the eight specific *Performance Indicators* (PIs) developed to guide a crime prevention evaluation.**
- ☐ **These PIs will be used to generate information for analysis that will subsequently lead to conclusions about what the program has achieved to date.**

Chapter
2

Getting Underway

2.1 Confirming the Program's Goals

Evaluations require some form of measurement to be made in order for the evaluator to be able to make statements about such things as efficiency in operations, achievements, or limitations. Those measurements do not come out of nowhere. Rather, they tend to be connected to the goals and objectives on which the crime prevention program is based.

Before we discuss this, we must recognize one thing as a given when it comes to program evaluation. Every program must be **based on** specific goals and objectives. Too often, programs are put in place before thinking through precisely what is expected from them. So when it is finally decided to evaluate the program, the evaluators have to spend a lot of time with the program managers identifying what the original goals and objectives were. In some cases, the program's activities and personnel may have changed and the original purposes are forgotten or unknown.

No evaluation should begin before the goals and objectives have been confirmed. They represent program expectations and it is precisely those expectations that you will want to measure through the evaluation.

How does one differentiate between goals and objectives?

Good question and one that needs to be clarified at this point.

A crime prevention program's **goals** should be *concise, outcome-oriented*, and *inclusive* statements as to what you expect the program to accomplish. For example, one goal for a Neighbourhood Watch program would go something like this --- To reduce the number of Break and Enters (B & Es) in community X.

This goal is concise, stating what issue is to be addressed. It is outcome oriented by indicating you expect a reduction in the targeted crime to occur. It is inclusive and not limited as to the choice of strategies or areas of the community to be involved.

Objectives, on the other hand, reflect specific results, or outcomes, of the prevention program aimed at meeting each goal. Various sources point out that objectives can vary in type, for example behavioural outcomes, or community outcomes, or even program process outcomes. Objectives usually set down specific degrees of change expected and/or the date when the change is expected to occur. These two factors make objectives readily measurable since the results can be judged against the original expectation.

For example, let's refer back to our goal statement above --- To reduce the number of B & Es in community X --- and develop two sample objectives (usually you always have more than one objective for each goal).

1. To see a drop in residential B & Es of 25% by the end of one year after the program is put in place.
2. To complete home security inspections in 70% of the homes in community X within the first year of the program being in place.

Both objectives establish the degree of change expected and the time frame in which it will take place. Furthermore, once the home security inspections have been completed, the objective will have produced an **outcome**. Outcomes can be classified under a number of different types of activities, including:

- Providing information (e.g., crime prevention lectures to seniors);
- Development of skills (e.g., the drug resistance skills taught to elementary school children as part of a drug awareness program such as, DARE or VIP);
- Improvements in community life (e.g., more people walking at night in their neighbourhood);
- Changes in the environment (e.g., improved street lighting and trimming hedges to reduce hiding places for offenders);
- Improving services (e.g., opening community police stations/centres in residential neighbourhoods);
- Changes in policies within various sectors of a community (e.g., local business owners working together to remove graffiti from their buildings); and,
- Providing public feedback on achievements (e.g., schedule annual town hall meetings to report back on the results of various crime prevention initiatives over the past year).

Information about the applicable outcomes is then gathered using various data collection methods, such as questionnaires, interviews, observation, or statistics reports. Based on the findings from those sources, the evaluator is able to draw conclusions about the extent to which the outcomes were achieved.

Having said all this, before you get started with developing your evaluation, take the time to set down specifically the various goals and objectives on which your program is based. Be sure that they truly represent what was originally intended when the program was first developed and that you describe them in a manner that makes them readily measurable over time.

2.2 Describing the Program

So we have been able to get you this far and you are toying with the idea of doing an evaluation. This is great and we will be with you along the journey.

So what is next?

Okay, what do we know at this point?

- ☑ You have this crime prevention program that you want to evaluate;
- ☑ You have clear goals and objectives;
- ☑ You want to do the evaluation, or at least with the help of others;
- ☑ You want to get the most relevant information from the evaluation, so that it can be helpful to your program; and
- ☑ You want the whole process to be as straightforward and as easy to do as possible.

These all make sense, so let's start by describing the program through developing a ***Program Logic Model***. Nice label, what does it mean? Well, simply put, a logic model is a way of describing the program to be evaluated through answering questions in four distinct areas.

EVALUATION

Outcomes refer to the results of what is done whilst outputs refer to the volume or amount of activity that has been generated.

- ➢ What resources are needed to make your program operate? These are usually referred to as your program's **inputs**, or the things and people you put in place to operate the program.
- ➢ How much and what kind of activities are generated from these inputs? Evaluators refer to these as **outputs,** or the procedures that take place as a result of your program.
- ➢ How well were the various activities carried out and did they do what they were expected to do? These are known as **intermediate outcomes or results**, and they indicate how efficient or inefficient your program has been to date. Efficiency is important to know since it is a good indication of how well the program is being managed and the various elements of the program are performing. Sometimes a program is not succeeding because of the way it is operating and improvements can come by simply making adjustments to that process.
- ➢ Finally, has the program had an effect and if so was it positive, negative, or somewhere in-between? We call this effect an **impact** and it is precisely this impact that will give a reading as to how effective all your resources and activities have been. Simply put, does the program get the big 'two-thumbs up' or not?

By setting out each of the above areas, the program manager/evaluator will be able to demonstrate how the program is intended to operate with its anticipated results. The model can then be used to assist with developing what evaluation process will best measure what you want to know.

You can prepare your own program's logic model by thinking about what goes in and out of the entire program, those goals and objectives again, a bit of patience, a piece of paper, a pencil with a good eraser (you may want to change something), and a two by four table that you draw on the paper. Hey, if you would rather use a computer – go for it!! That table will become the place in which you write/type down your program's *inputs, outputs, outcomes, and impacts. It is important to remember that the four components of the program logic are inter-related and each subsequent component builds on the previous component.*

A program logic model or *flowchart* identifies the objectives and goals of a program, as well as their relationship to program activities intended to achieve these outcomes.

Inputs ⟶ **Outputs** ⟶ **Outcomes** ⟶ **Impacts**

Inputs	Outputs – Efficiency	Outcomes – Results	Impacts – Effectiveness
Inputs Answer What was done and why? What were the resources devoted to it?	Outputs Answer How much was accomplished? How much activity was conducted?	Outcomes Answer What were the results? How well were the activities done? What were they supposed to do?	Impacts Answer Did the program activities do any good? Did they have any effect? Did the situation improve as a result of the program?

Now to help you get a handle on this logic model development we have put together three **RGEs** for you to look at. These will be helpful when it comes to putting your own program's logic model together. So use them as a guidepost wherever you can.

The **first example** represents a logic model developed for a crime prevention program designed to assist senior citizens cope with their personal fears of being victimized in their neighbourhood. The **second example** looks at a program aimed at controlling vandalism within a multiple-housing complex, in this case a group of apartment buildings and the local high school. The **final example** focuses on a crime prevention program designed to control auto theft and vandalism occurring within a mall parking lot.

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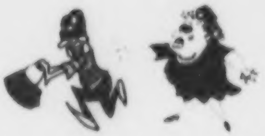
We do not believe our examples are all-inclusive when it comes to each logic category. Consequently, if you can identify other elements that can be included under a heading then please go ahead and do so. Not only will this demonstrate that we have got you thinking like an evaluator but it suggests you have clearly understood what we are trying to get across.

An Example of A Program Logic Model

LEVELS OF FEAR



Crime Prevention Lectures for Seniors in 'Yoursville' Neighbourhood

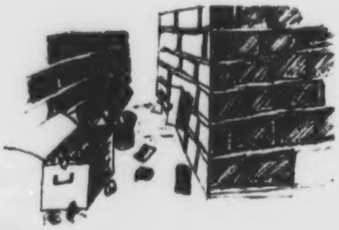
Inputs	Outputs – Efficiency	Outcomes – Results	Impacts – Effectiveness
- Part-time volunteer coordinator - Office space donated by community, school, or police for lectures - Part-time secretarial support - $$$ printing budget for flyers announcing lectures - 20 volunteers to distribute printed materials in 'Yoursville' neighbourhod - number of volunteers and police officers giving the lectures - work with city authority to develop graffiti policy and assess current street lighting in the 'Yoursville' neighbourhood - work with local Neighbourhood Watch /Crime Concern group	- Deliver two crime prevention lectures to seniors once a week for ten weeks in 'Yoursville' neighbourhood - lectures are for one hour each – afternoon and evening - count the number of lectures given - provide escort service for seniors to attend lectures - have city install street lights if not already in place - count the number of areas where graffiti is a problem, implement plan to remove graffiti - count the number of flyers distributed - survey seniors about their previous victimization experience, levels of fear of victimization, and general safety (pre and post lectures) - determine each senior's pre and post levels of understanding about home security checks, frauds, and con games	- the number of seniors attending at program onset and at program completion - the number of seniors using an escort service now compared to onset of program - the number of seniors attending using their own devices (e.g., buses, subway, car) compared to onset of program - the number of new street lights installed - the number of areas graffiti is removed and number of attempts to remove it - seniors more aware about crime prevention - make alterations to the program based on what you learn	- reduced Levels of Fear of Personal Victimization - increased feeling of safety by seniors in 'Yoursville' neighbourhood - increased number of seniors implementing a home security check - increased number of seniors involved in local crime prevention initiatives - increased number of seniors reporting suspicious telephone calls - reduced incidence of personal/property victimization to 'Yoursville' neighbourhood seniors -decreased number of seniors victimized by frauds and con games - enhanced police commitment to seniors

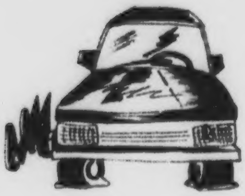
REAL GOOD E.g.

Another Example

B & E Prevention and Vandalism Clean-Up Program at 'Yourdale' Apartments and local High Schools

Inputs	Outputs – Efficiency	Outcomes – Results	Impacts – Effectiveness
- police work with city, building authority, and local Neighbourhood - Vertical Watch group - Part-time secretarial support - select volunteers to distribute printed materials to tenants and high schools explaining Watch procedures and how to remove graffiti - $$ budget for basic repair materials for graffiti clean-up - arrange with city for more frequent trash pick-ups from dumpster and alley ways - enrol local neighbourhood high school youth for after school assistance with clean-up - develop graffiti removal policies and tips (e.g., establish a zero-tolerance policy for graffiti, how to remove graffiti, city by-laws)	- count the number of meetings - count the number attending - set goals with local housing authority, tenants, teens, and Vertical Watch program - count the number of areas graffiti is a problem - work with city, housing authority, and local high schools to clean-up graffiti and garbage in the 'Yourdale' Apartments and high schools - volunteers distribute flyers - conduct 'litter' and 'home security' checklist of 'Yourdale' apartments - enrol 20% of local teens to assist in after school clean-up program - determine tenants pre and post levels of understanding about home security checks - identify a dollar value each month for repairs due to vandalism over the course of time before and after the program - count the number of home security checks conducted and implemented changes - count the number of homes covered by Operation ID or something similar	- the number of tenants attending at program onset compared to program completion - the number of tenants pre and post program willing to beautify own areas - the number of balconies pre and post program where trash is removed - the number of areas graffiti is removed and the number of attempts to remove it - city bylaws implemented that require building authority to remove graffiti 48 hours after being reported -teens involvement with program earn high school credits	- reduced the number of break and enters in 'Yourdale' Apartments - eliminated graffiti in 'Yourdale' Apartments and local high schools - increased number of residents doing home repairs - decreased amount of garbage in laneways, balconies - decreased number of overflowing dumpsters - increased number of residents reporting suspicious behaviour to Neighbourhood – Vertical Watch and/or police - increased inter-agency cooperation - increased number of teens working with community groups





Another Example

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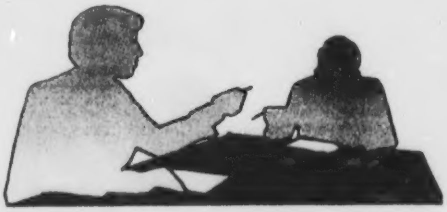
Auto Theft / Vandalism Reduction Program in 'Countville' Mall Parking Garage

Inputs	Outputs – Efficiency	Outcomes – Results	Impacts – Effectiveness
- police work with local mall authority and businesses - select volunteers to distribute printed materials explaining CPTED (Crime Prevention Through Environmental Design) principles - arrange with mall authority and city to install signs *Lock It or Lose It*, or *Pocket the Key* - arrange with city and mall authority to tow cars left in facility beyond a specific time period - work with mall authority to paint walls with white or light paint to reduce shadows - work with mall authority for maintenance of parking facility to reduce garbage and graffiti	- set crime prevention goals with local mall authority and businesses - count the number of areas graffiti and garbage are a problem - work with mall authority and businesses to clean-up graffiti and garbage in the mall parking garage - volunteer distribution of flyers - analyze types of crime in mall parkade - survey frequent users of the mall and parking garage about their fears, past victimizations, and how to increase security of the facility - determine type of CPTED security enhancements required to the parking garage - identify a monthly dollar value for repairs due to vandalism over the course of time before and after the program	- the number of security enhancements made at program onset, at program completion - the number of areas where graffiti and garbage is removed - the number of users, pre and post program, that are locking their vehicles - the number of CPTED security enhancements implemented - more mall users are locking their vehicles - there is more public use of parkade due to better lighting, less graffiti, etc.	- reduced the number of auto thefts in 'Countville' Mall Parkade - eliminated graffiti and garbage in mall parkade - increased number of businesses and mall users reporting suspicious behaviour to mall security and/or police - reduced number of incidents of vandalism (e.g., slashed tires, scratches, broken locks and windows) - increased inter-agency cooperation - more users are locking their cars



2.3 Identifying the Stakeholders

Every crime prevention program has a number of stakeholder groups that either actively participate in the program or have a direct or indirect interest in the outcomes and impacts of the program. These individuals bring with them their own interests about the program as well as their own expectations about what to expect when it comes to results. Sometimes these interests and expectations overlap, while at other times they seem far apart.

Regardless, when developing your evaluation it is important to identify who these individuals and/or groups are and pursue their assistance in the overall process whenever possible. As others have said, involving the stakeholders can strengthen your results and make them more meaningful to others who you want to spread the message.

Quite surprisingly, stakeholders fall into a variety of categories and when you begin to identify them you will be quite surprised at the number of different groups that surface.

Here are a few of those categories.

- **The Players:** These individuals actively participate in the management and operation of the program. When it comes to crime prevention programs, they usually include police personnel, program volunteers, representatives from local community groups, and sometimes officials from local government. The important thing to remember here is that a player is directly involved in the program on a regular basis. He or she has a strong personal interest in the evaluation results given their personal investment and commitment to helping achieve the program's success.

- **The Partners:** This group includes those individuals and/or organizations who played a role in planning and developing the program but who do not get directly involved in its daily operation or management. Partners have a strong interest in the outcomes and impacts of the program. They are often the originators of the initial concern that led to the program being developed as a means of dealing with the issue. Furthermore, they most likely maintain their interest through serving on an advisory board or in some similar role, which enables them to monitor progress at arms length. Partners are very much the group who will spread the word about the program's achievements. In the same breath, they will be the first to criticize if the results are not meeting the original goals and objectives.

- **The Funder:** All crime prevention programs involve some kind of costs, including: salaries, office space, postage, photocopying, equipment, paper, pens, pencils, and even paperclips. In some cases, these are paid for from a grant given to the program. In other situations, those involved simply use the resources available in their regular job (e.g., the police officer from the crime prevention section who photocopies the flyers for the neighbourhood watch meeting). Regardless of the source, these resources are not free and someone or some organization pays for them. That source will often want to know that its contribution is going towards a successful program and, if so, they will be more inclined to continue helping in this way. On the other hand, if the results are less than expected, they may withdraw their support or request that changes be made to ensure greater success in the future.

- **The Beneficiaries**: This group represents those who benefit directly from the program's efforts. If it is a community-based program then it is those residents who will benefit the most. If it is a school program, then the school youth and their teachers will experience the results directly. When the program is aimed at the whole community then it is this group that will be most sensitive to any change that takes place. Regardless of the beneficiary, it is important not to forget including these individuals both in the planning of the evaluation and in the collection of information.

- **Ancillary Beneficiaries:** We could have included this group above but too often they tend to be overlooked, so we have chosen to place them front and centre. In that way, they won't get missed, plus the reader will get a clear sense that the impacts of a program often go well beyond the obvious. For example, a crime prevention program aimed at removing the signs of threat and fear (i.e., graffiti, run-down buildings, litter, unkempt parks) will not only benefit the local citizens who become more visible and get out and join their re-claimed neighbourhood but it will also result in an increase in sales for local businesses, attract more visitors to the area, and encourage people to want to live in the area. In other words, the 'spin-off effect' can be far reaching and long term in its duration. Consequently, it goes without saying that any evaluation needs to think beyond the obvious when it comes to assessing outcomes and impacts. That will be of significant assistance when maintaining the program, as well as expanding it to other areas that can benefit in similar ways.

The above list is certainly not all-inclusive; however, it does represent the main groupings one might want to consider when determining which stakeholders have an investment in your program. Each group will have specific interests with regards to assessing the program's efficiency and/or effectiveness. As such, it is important to at least consider the expectations and opinions of those stakeholders who have been impacted by either the implementation of the program or its outcomes. This information can be gathered as part of the overall evaluation data collection process, which is subsequently analyzed and then discussed as a part of the final report. In this way, you will find that your stakeholder groups will be more committed to ensuring that the findings are heard at those levels where they count the most.

2.4 Can the Program be Measured?

Let us just re-cap for a moment as to where we are along the evaluation road.

First of all, you should have confirmed what *goals and objectives* are in place for the program to be evaluated. Remember, goals are outcome-oriented and inclusive statements as to what you expect the program to accomplish; while objectives reflect specific results, or outcomes, of the program aimed at meeting each goal. In other words, objectives are usually more narrow and short-term in nature and goals are broader and long-term in nature. The evaluation will report on these goals and objectives based on the information gathered and analyzed.

Second, you should have set down a program description using the *logic model* approach. If you did, you will be aware of the things and people you put in place to operate the program, the **inputs**; the procedures that take place as a result of your program, the **outputs**; the anticipated intermediate results from these various procedures, the **outcomes**; and, what overall result you are expecting from the program, the **impacts**.

Third, you should have given some serious thought to identifying the various **stakeholders** that might have an interest in the eventual results of the evaluation. These individuals and groups will need to be considered when designing the evaluation both from an expectation perspective as well as acquiring/receiving their input regarding how the program is doing. Ultimately, you may want their assistance when it comes to getting the word out about the evaluation results, consequently it will pay to get them involved along the way.

Confirm:
- **Goals and objectives**
- **Program logic model is in place**
- **The stakeholders have been identified**

This brings us to the next step, *measuring what counts* so that you can make the right kind of statements about how things are progressing. After all, it is one thing to know what you want a program to do; it is another to be able to measure whether it happened.

The question becomes which measures does one choose given the myriad of options available?

According to the research done in preparation for writing this guide, both the detailed literature review and the opinions of police, academic and community crime prevention experts, as well as business representatives suggest that we live in a world where traditional (e.g., crime rates, calls for service, levels of fear of crime) and non-traditional indicators (e.g., increased public activity in areas that generated avoidance before, less graffiti) have been used to assess crime prevention program achievements. However, what is of concern is whether the various indicators used today are truly representative of what is being measured and can be collected in a relatively simple and cost-efficient manner. Before we address this issue, let us first determine what things we are going to ask you to measure as part of the evaluation process.

So far, we have given you a hint about two of them. Any ideas? If you said *outcomes* and *impacts* you are correct.

Outcomes and impacts must be measurable and you already know what they are if you prepared a program logic.

☑ Outcomes are those ultimate results you want to achieve after implementing your program --- your goals. Consequently, measuring them will require you to compare life before and after the program is put into action.

☑ Impacts tend to be long-term in nature and will require the program to be in place for a while before measurement in order to give the program a chance to work. Most long-term change from crime prevention programs comes about slowly; so be patient and don't expect immediate results.

Outcomes tend to come about much faster and can usually be measured quite readily given that each outcome is described in terms of some level of achievement, or effort.

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For example, if the *goal* of a program is to reduce property crimes in your neighbourhood within 12 months, then one of your *outcomes* might be to increase the number of parked, locked cars in the neighbourhood by 30 percent in the first six-months. Another outcome could be to increase the number of streetlights in the neighbourhood by 50 percent within three months. In both examples, a baseline level of achievement is set within a certain period and subsequently the *result* can be easily measured.

There is a third measure we want you to consider in addition to these two --- the *process* measure. ***Process measures*** address the actual set up and operation of your program. From a program logic perspective, they focus on the inputs (resources) and outputs (activities) of a program and describe what was done to implement the program. This can help program managers to determine if the initiative is on track, where problems surface, and make suggestions on how to correct them. They act much like a physical examination that is intended to check out the body's physical condition and whether our various organs and operating levels (e.g., blood pressure, heart rate, cholesterol readings) are functioning within normal parameters.

So there we have it, three sets of measures, each readily assessed given a suitable variety of performance indicators on which to base the assessment. Indicators that:

A performance indicator is a pointer, it suggests a line for further investigation. It is not a direct measure.

☑ Reflect the structure and/or activities of an average community crime prevention program;

☑ Relate to the intended outcomes of a program;

☑ Relate to measures that are reasonable but require a limited level of effort and cost;

☑ To collect the necessary information;

☑ Do not require extensive analysis to draw conclusions that represent the outcomes and/or impacts of the program; and

☑ Appear to be reasonably reliable when it comes to their application across different programs in different communities with different forms of program delivery.

Based on the research done for this tool kit and our own years of experience in the evaluation field, it has become very clear that the average crime prevention program in Canada exists at two levels. First is the **infra-structure of the program**, which takes into consideration such things as paid and volunteer staff, police officer secondments, advisory groups or boards of directors, equipment, work space, and training seminars. Second is the **operational-structure,** which represents the various activities and events that make up what the program was set up to do.

Consequently, we have isolated eight performance indicators, four at both levels, that meet the above criteria and should be considered when it comes to undertaking the kind of evaluation being proposed in this guide. A brief description of each is warranted here.

Infrastructure Performance Indicators

1. Police Commitment

The success of a crime prevention program is very much influenced by the extent to which the local police service has committed resources to its operation. The assignment of staff on a permanent basis to crime prevention activities is a good indicator that the department is committed to the success of working with the community to solve problems. This commitment can be measured in several ways, including: number of resources assigned; hours of police officer involvement; financial resources put into the program by the department; level of community involvement in police decision making; and through the measure of overall citizen satisfaction with police involvement.

2. Community Participation

The degree and level of community participation in a crime prevention program is seen as clear evidence of the potential success of that program. The greater the number of community participants, along with a significant time commitment, the more potential for the program to achieve its goals. The number of people involved and the extent of their involvement measured in time is frequently cited as the best means for measuring performance in this area.

3. Community Awareness

A rather indirect way to measure program performance is the extent to which the community at large is aware of its existence. Such knowledge, however, is more a reflection of how the program is structured and subsequently delivered rather than the specific crime prevention activity. As such, it is best assigned to the infrastructure category. Neighbourhood door-to-door surveys, the number of unsolicited requests for crime prevention assistance by residents, and evidence of crime prevention programs spontaneously being put into action could serve as clear indicators of the extent to which residents were aware of crime prevention programs operating within their community.

4. Inter-agency Cooperation/Partnership

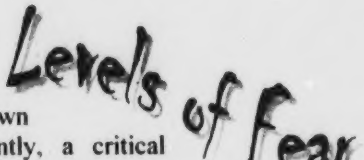
The community policing paradigm stresses that the police are simply one of the players at the table when it comes to dealing with crime issues and putting in place crime prevention programming. As such, many crime prevention programs will have a multiplicity of partners both in their structure and in the program delivery. Consequently, an evaluation process needs to address partnerships and the degree of cooperation as another key indicator of program success. Strong ties and evidence of a clear willingness to work together are indicators of the potential for program goals and objectives to be maximized.

Operational Performance Indicators

5. Signs of Incivility and Disorder

There is almost universal agreement that a strong indicator of success with crime prevention programs targeted towards specific disorder issues is the clear reduction in those issues over time. For example, a neighbourhood plagued by visible gang activity such as open drug deals, prostitution, the presence of crack houses and unwanted graffiti decides to partner with the police to 'take back their neighbourhood'. Over time, the signs of gang activity disappear and the citizens begin to move openly and freely around their streets again. The decrease in the negative and the increase in the positive can be used as clear indicators that the crime prevention program is succeeding.

6. Levels of Fear



Most crime prevention practitioners recognize the strong impact fear has on perceptions about one's own safety and that of their community. Consequently, a critical performance indicator to measure as part of an evaluation is the impact of the crime prevention program on this fear. While surveys asking citizens to rate their fear before and after a program are the most common approach, the evaluators designing these surveys are not always able to control for the variety of contexts within which the original fear surfaces. Fortunately, the practice lately has been to use more 'unobtrusive measures' as indicators of success --- particularly those that monitor people's behaviours, which we can observe directly versus attitudes that require people to be truthful (which is not always a guarantee). For example, regaining the use of a public park that previously was "off limits" to the neighbourhood residents due to social disorder problems and decay.

7. Repeat Victimizations

Most problem crime areas of a community have one thing in common; the majority of the crimes are usually committed against the same, small percentage of victims. As such, a drop in re-victimization rates is a better measure of the success of crime prevention programs in these areas than any of the other standard set of indicators. When crime prevention programs are designed to address high-crime rate communities (for example, where burglaries are increasing dramatically), it behoves any evaluation of that program to gather data about repeat victimizations as a major indicator of the program's overall effect.

8. Community Feedback

Finally, both police and community crime prevention practitioners see direct feedback from the community concerning crime prevention initiatives as one of the key indicators of program value. This information is retrievable through a number of direct methods (e.g., surveys, polling, public meetings) or indirectly through media publicity that is usually representative of the general public opinion.

These eight *Performance Indicators* represent some of the most current thinking about what factors best measure the success of crime prevention programming. Consequently, we have chosen to focus on them in this guide because they are practical and can be measured through a variety of programs regardless if you are in an urban, rural, or remote community. If you refer to the three Program Logic examples you will see that all eight indicators have been intrinsically woven into the input, output, and outcome components of each logic model. Now you try to do the same with your own program.

Some Key Points to Remember

- Identify your program goals and objectives right from the start, but remember they are different:
  - ☑ Goals are broad statements of what you expect the program to accomplish; while
  - ☑ Objectives set out specific results you expect to happen if your goal is to be accomplished.

- Before you develop your plan as to how to evaluate your program, you need to first describe it by preparing a Program Logic Model.
  - ☑ Inputs are the things and people you use to make the program operate;
  - ☑ Outputs are the activities done by these people;
  - ☑ Outcomes are the anticipated results of all these activities; and,
  - ☑ Impacts are the effects you hope will arise from your program.

- Many people and groups may have an interest in your evaluation and it is important that they be identified. They are a good source of information and can help you get the word out when necessary.

- There is a variety of performance indicators used to guide or direct the measurement of crime prevention achievements. We have described eight indictors that are practical and can be used to guide the measurement of a variety of crime prevention programs regardless if you are in an urban, rural, or remote community.

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Selected References Relevant to This Chapter

- Herman, et al. (1987). **Evaluator's Handbook.**

- Hoover, L. (1998). **Police program evaluation.**

- Miller (et al.) (1996). **Safe by design.**

- BC Police Commission (1995). **Community policing.**

Appendix 5.6 contains a listing of additional references.

Implementing Your Design

Chapter Three

Chapter Three takes you full throttle into the evaluator's world of deciding which methods to use to gather the information you need, using those methods to get at the information, and analyzing the information so you can draw conclusions worthwhile for inclusion into the final report.

Since technical language and jargon are an integral part of the evaluator's world, some common terms have been incorporated into this Chapter. Not to worry though, a helpful GLOSSARY has also been included as Appendix 5.3.

3.1 Selecting and Developing the Right Data Collection Tools

- ☐ Evaluation can be complex at times and quite basic at other times. The content in the next series of pages will highlight those collection tools that are the most efficient and practical for crime prevention evaluations.
- ☐ The reader will be introduced to the most practical information collection tools for evaluating crime prevention programs — surveys, interviews, document reviews, focus groups, and observation.
- ☐ The basic strengths and limitations of each will be discussed and we will look at some of the different styles you can use.
- ☐ A number of excellent examples of data collection instruments have also been developed, which have been placed in Appendix 5.1 for your reference and use.
- ☐ Use that CD-ROM to access the examples, tailor them by using Adobe Acrobat.

3.2 Gathering the Information You Need

- ☐ Evaluations are about asking the right questions.
- ☐ Questions should be targeted to the right sources.
- ☐ An Action Table was designed to show you how to gather the information you will need.

3.3 Determining What the Information Tells You

- ☐ Analyzing the information once it is collected is as important as deciding what to collect and how to do it.
- ☐ Our discussion about data analysis will stress the basics and avoid the complexities of using the *heavy-duty* statistical analysis packages available on the market today.
- ☐ The processes we recommend will give you a good understanding of what your program has accomplished, as well as, information you can carry forward to the next chapter where we discuss some of the ways to best represent what your analysis has shown about your program.

Chapter

Implementing Your Design 3

3.1 Selecting and Developing the Right Data Collection Tools

Right from the start, we want to impress upon you that **privacy or anonymity** is warranted regardless of the measurement tools used in the evaluation. Furthermore, we cannot stress the importance of undertaking the evaluation in as ethical a manner as possible. This means that all participants need to get a clear sense of the who, what, and why behind the evaluation, specifically:

- ☑ **Who** is undertaking the evaluation in general, the name of the organization/person who is funding the project/survey, and the data collection process (i.e., survey, interview, focus group) in particular?
- ☑ **What** is the purpose(s) for the data collection and how will their information be used and protected?
- ☑ **Why** is the respondent's participation important, while at the same time assuring them that their involvement is voluntary and they can refuse to go any further if they wish.

Knowing what information to collect and selecting the right kinds of methods to collect it are important steps in the whole process. In the last chapter, a good portion of the discussion was devoted to what information needs to be collected when undertaking an evaluation. We discussed the importance of identifying the program's goals and objectives, and developing the program logic to describe the various elements in the program and clarify both the intermediate (outcomes) and the long-term (impacts) results. These things will direct you to what information to look for and from what sources.

For example, if you are interested in knowing how your *Neighbourhood Watch Program* has influenced the security and safety within a targeted community, you may want to get answers to the following questions:

- ☐ How many pamphlets/door stickers have been handed out to residents across the community?
- ☐ How many residents are out walking in their neighbourhood after dark that previously did not?
- ☐ How many houses have been broken into a second or more times after the program was implemented? and,
- ☐ How many security improvements (e.g., new lighting, trimmed hedges and bushes, etc.) have the residents made, and/or city or town managers approved and put into place?
- ☐ How safe do the residents feel in their neighbourhood after dark (e.g., pre and post program implementation)?

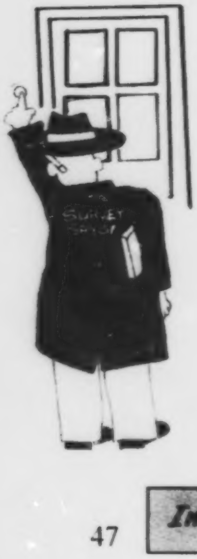
- ☐ Were there increases in the number of residents and improvements of how they report events, suspects and vehicles?
- ☐ Were there increases in the number of requests to local building officials for dead bolt locks and other safety devices in new and existing homes and commercial buildings?
- ☐ Were there increases in the number of social events that gave neighbours a chance to know each other (e.g., block party - Night Out, picnic, sports activities)?

How you collect the information to answer the above questions becomes your next challenge, particularly when it comes to deciding what are the best tools to use.

As a suggestion, the number of pamphlets can be determined from any records the crime prevention program managers keep about the number of blocks and houses/apartments on each block where pamphlets/door stickers have been delivered. The number of residents out after dark can be observed directly or by using a survey to ask the question. Personal safety is usually identified through surveys. Houses broken into more than once can usually be determined from reports to the police by the residents. Finally, city/town hall records as to purchases and work orders will usually provide the total number of improvements that have been made.

The various sources of information described above include record/document reviews, crime statistics, personal surveys, direct observation, and personal interviews. Each method is common to evaluations and does not necessarily have to be complex or difficult to develop or carry out.

In this guide, we intend to restrict ourselves to collecting data using surveys, direct observation, document/record reviews, personal interviews, and focus group approaches. Each is a standard data collection method, which can be as simple or as complex as you want to make it, thereby generating information that can be analyzed in a straightforward manner.



3.1.1 Using Surveys

➢ First some general comments

Surveys are probably the most common method for gathering information as part of any evaluation. As such, the information about the survey process could well fill a small library --- well, at least a large room in a small library! Anyway, we don't have the space here to explore all the issues around surveying that an evaluator might want to know. Instead we will focus on those points that must be made and tell you about those aspects of survey design and implementation that you *need to know* in order to undertake a straightforward survey as part of your evaluation.

A survey is very helpful when it comes to gathering information about a lot of different things in the area of crime prevention. For example, many evaluators use surveys to gather information about such things as a person's behaviour, attitudes, and beliefs with regards to crime and fear of crime. These three aspects of being human are critical to looking at the strengths and weaknesses of crime prevention programs as they apply to the various stakeholders involved. In other cases, evaluators can use surveys to gather information about community crime problems, both current and new; focus on the concerns and needs of special target groups, such as the elderly, women, and the disabled; and, to identify the community's ideas about what kind of programs can be used to help control crime.

Surveys are also an excellent way to gather information about an issue before and after you have implemented a program to deal with the issue. Remember we talked about pre- and post-implementation measures --- using a survey is an excellent method to get that kind of information.

A word of caution is needed when drawing certain conclusions based on observed changes between the pre- and post-test results. **Do not fall into the trap of assuming that because there is a change it is due solely to your program**. This 'cause-and-effect' conclusion may be only partially correct since other factors (we call those variables) may also have played a role in bringing about the change.

Police departments today are using more and more surveys to assess what residents think about the service they provide to the community. Surveying provides a ready means to get this kind of feedback, which can then be used to improve service delivery or even change some of the service priorities to more closely meet the expressed needs of the community.

Survey results can also be reported in easy to understand formats. For example, with a survey question that has several options to choose from as a response, the total number of responses to each option can be tallied and the percentage of all responses calculated. Those basic calculations can tell you not only how many people chose each option but also which options were the most or least popular.

➢ Keeping Your Surveys Basic and to the Point

Not all surveys suit the fundamental goal of this guidebook, which is to help non-evaluators carry out an evaluation without demanding a high level of expertise or resources. Surveys that primarily measure human attitudes and beliefs can be complex, especially in two areas --- question design and drawing conclusions from the responses.

Why is this?

Primarily it is due to the fact that peoples' attitudes and beliefs about most everything are personal and do not always fit into standard categories. This has made it difficult to easily develop survey questions to get at the heart of both. Rather than get into a detailed discussion of how researchers have dealt with this concern, we would like to keep you on the less complex road by recommending you hire an expert if you want to pry deeper into the world of human attitudes and beliefs around crime.

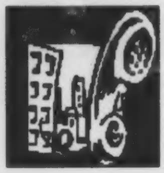
Levels of Fear

Now that we have said this, we want to take exception with this advice by pointing out that measuring **fear of crime** has become a standard practice in all levels of crime prevention surveys. Standard questions have been developed to ask a person to rate such things as: *How safe they perceive their community or city to be?* or *How safe they feel walking alone on their block?* or *How safe they feel walking alone at night in their neighbourhood?* In most cases, the responses of people to questions such as these tend to be representative of a small number of categories and therefore drawing conclusions can be done with a relative degree of certainty. Consequently, if you want to take a measure of your target group's fear of crime concerns, you should feel comfortable to include such questions in your survey, with the results reported as part of your overall evaluation findings.

Similarly, a person's behaviour is a little more concrete than attitudes or beliefs for two reasons. First, people can usually describe quite clearly what they do and second, behaviour can be observed directly by others if need be. As a result, you should feel free to include questions in a survey that look at a person's behaviour when it comes to avoiding risks, taking preventive measures, or dealing with threats to their safety. Simple '*yes or no' response-type questions* are easy and can provide some good information. We call these **dichotomous responses** if you want the *jargon* --- but feel free to use *yes or no* if you prefer.

For example, a survey could explore resident's fear of victimization by asking the following questions:

- ☑ In the last six months have you been a victim of a property crime?
  ☐ YES ☐ NO
- ☑ In the last six months have you been the victim of an assault or threat to you personally?
  ☐ YES ☐ NO



➢ Choosing the Best Style of Survey for Your Needs

Surveys can be administered in a number of different ways --- in person, telephone, by fax, by mail (including e-mail), and even sometimes in a group setting. Each approach has its advantages and disadvantages. Some of the obvious differences we have summarized in the following table.

In-Person	Telephone	Mail-Out	Group
Advantages	**Advantages**	**Advantages**	**Advantages**
- Allows for clarification - Good response rate - Best when of moderate size	- High response rate - Relatively inexpensive - Ideal for short surveys - Best used with simple and basic questions	- Less expensive - Can include visual aids, such as maps or scales - Easy to administer - Anonymous	- Can be structured to benefit completion - Maximum response rate

In-Person	Telephone	Mail-Out	Group
Disadvantages	**Disadvantages**	**Disadvantages**	**Disadvantages**
- Labour intensive - Expensive due to need for interviewers - People are hard to get hold of to meet in person - People are often not available during certain hours of the day	- Not as personalized - Potential for bias in respondent selection - Difficulty in getting telephone numbers - To get a good response rate sometimes means making a lot of calls - People are faced with a lot of surveys by phone	- Low response rates - People forget to fill in the survey - Not suited to complex questions - Increased risk for the misinterpretation of questions/responses	- Potential for group pressure to give same answer to question - Respondents do not take survey seriously - People copy other respondents answers just to get done quickly

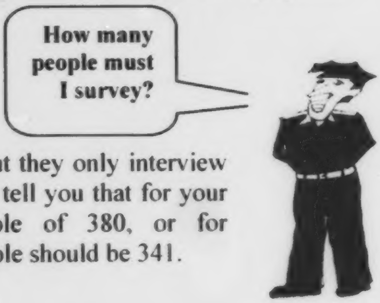
The selection of which of the above methods is most suited to your needs will require you to consider a variety of factors besides the advantages and disadvantages listed, such as:

- ☐ The minimum number of completed surveys you want (remember that not every survey will get completed but some styles guarantee a better completion rate);
- ☐ The amount of help you have to administer the survey and tally the results;
- ☐ How much budget you have to complete the survey (remember that mail-out surveys require stamps and even volunteers who go door to door get reimbursed for bus fare, parking, or mileage);
- ☐ The time you allow to complete the survey process;
- ☐ What is the sample size you need to survey; and
- ☐ How long and complex you want the survey to be.

Once decided, the next major hurdle is to address the whole concept of **sample selection.**

➢ The critical issue of sample size

Once the survey is consistent with the *program goals and objectives*, attention must be given to the selection of respondents. By far, the most common question by police conducting community surveys is…


How many people must I survey?

The answer to this question relates to the goals and objectives of your survey.

You have read that the Gallup, and other national polls undertake surveys covering the whole country, but they only interview about 2,000 people!! Yet academics and pollsters will tell you that for your community of 50,000, you should have a sample of 380, or for Neighbourhood X with a population of 3,000, your sample should be 341.

How can this be?

The reason is that when you sample people, you select a portion of everyone you are interested in, then make generalizations from this portion to all people of this type. The larger group is called the *population* while the *sample* is a portion of that population. The simple numerical truth is that the larger the 'population' the smaller (in proportion) the 'sample' has to be to ensure a given level of accuracy.

Therefore, you may wish to talk with 341 neighbourhood residents in your neighbourhood of 3,000 to get the same level of accuracy Gallup does talking with 2,000 in Canada with a population of 35 million.

How do you get a representative sample from your population?

All sampling begins with the translation of a defined population. Let's say you were interested in female victims of theft. Start by narrowing the jurisdiction of study, for example, to a neighbourhood or a university site. Then you would need to obtain a listing of all the female residents in a neighbourhood or a listing of all the female undergraduate students from which you can now draw your sample.

You need to note here that two things can also influence how confident you can be with your estimates. They are:

- ☑ **Prevalence of crime**. The greater the prevalence, the smaller the sample you will need to get the same level of confidence. So your knowledge about how common the characteristic or type of crime is in your population is very important.
- ☑ **Sample size**. This is the number of cases in your sample. The larger your sample, the greater the confidence you will have that your statistic is an accurate measure of the population parameter.

What is the appropriate sample size?

Deciding on an appropriate sample size requires some effort and planning. There are no standardized sample sizes for surveys. In general, a final sample size of a least 370 – 384 will be the absolute minimum necessary for making inferences about a large city population compared to 350 surveys would be necessary for a small town.

The following "*Table for Determining Sample Size from a Given Population*" is very useful tool *when you know how common the characteristic is that you want to measure.* For example, if you wanted to make inferences about the entire "Countsville" High School student population of **1800**, then you would need a final sample of **317** students to answer your survey. Another example, if you wanted to make inferences about your city population of **100 000**, then you would need **384** completed surveys.

At the other end of the scale, you will notice that the smaller the population the greater the size your sample needs to be. What that also suggests is that when your group to be studied is small why not get everyone's opinion, then you know for sure your results are reflective of the group under study.

For example, when we evaluated the Victoria Community Police Station Program (CoPS) we wanted to survey the department's police officers regarding their opinions about the program. At that time, there were just over **150** sworn officers on staff, so it made sense to survey all the police officers. After all, if you look at the following table population (N) and sample(s) sizes, we would have had to survey **106** officers anyway ---- another 34 was no big deal!

REAL GOOD
E.g.

Table for Determining Sample Size from a Given Population

N	s	N	s	N	s
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	**1800**	**317**
45	40	290	165	1900	320
50	44	300	169	2000	327
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	241	5000	357
100	80	500	217	6000	361
110	86	550	228	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10 000	370
150	**106**	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	133	1000	278	75 000	382
210	136	1100	285	**100 000**	**384**

REFERENCE: Fitz-Gibbon, C. & Morris, L. (1987). How to design a program evaluation. Beverly Hills, CA; Sage Publications. SOURCE: Krijcie, R. & Morgan, D. (1970). This table was based on a formula published by the research division of the National Education Association.

NOTE: N is population size; s is sample size.

Remember that the simple numerical truth is that the larger the 'population', the smaller (in proportion) the 'sample' has to be to ensure a given level of accuracy. So if your population is **10**, then your sample has to be **10** to ensure accuracy; however, if your population is **100 000**, you will need only **384** to obtain a level of accuracy. Check the above reference if you want to read more on determining sample size.

➢ Designing a suitable questionnaire to use in your survey

Before deciding on what questions to ask, you need to recognize that survey questions fall into two main types --- **open-ended** and **close-ended**. Kind of like a door really, where open-ended questions give the respondent a few lines of space to write their response – like this:

In your opinion, what is the main reason you do not go outside alone in your neighbourhood after dark? [Write Your Response Below. If you need more space write on the back of this page]

____

____

____

So you see, an open-ended question is like an open door, which gives you the opportunity to walk into a room not knowing what you will find.

The close-ended question is defined and a list of possible responses is provided. The respondent is usually asked to pick one of the responses; in some cases, to pick all that apply; in other cases, to pick the top five out of ten options --- and on and on go the possible options. The common denominator is that the responses are spelled out and the person chooses like this:

Which of the following options would you give as the main reason why you do not go out alone after dark in your neighbourhood? [Check only one box]

☐ *I am generally afraid of the dark.*
☐ *I am worried that a stranger will stop me.*
☐ *It is not safe in my neighbourhood after dark.*
☑ *People have been assaulted and robbed in my neighbourhood after dark.*
☐ *I am not afraid to go out alone after dark.*
☐ *I go to bed early so I never go out after dark.*
☐ *None of the above is my main reason [Explain:________________]*

Levels of Fear

So like a closed door, we may know what lies behind it but we have to pick the response that best represents what will be found there once the door is opened. Notice that the instructions contained within the brackets after the question can be changed to suit the evaluator's information needs. For example, you could ask the respondent to *'check off all that apply'* --- this will give a range of concerns that the person has about going outside after dark. You could ask the respondent to *'check off the top two reasons only and rank order them'* --- in this way you can determine the most and second-most important reasons on your list for the person not to go outside alone after dark.

The most common style of close-ended question is what we refer to as the *dichotomous question* --- where the respondent chooses either *'yes' or 'no'* as their response. You can muddy this simple approach if you want by throwing in an *'I Don't Know'* choice, but that is not really recommended since the yes/no question is really intended to get the respondent to commit to an answer.

By adding the third option you may be allowing them to call up their *'wishy-washy'* nature. Evaluators are not particularly fond of this option. Imagine trying to write a report with the majority of responses being 'don't know' – generally, this would not be very useful information. We like people to be as truthful and factual as they can.

For example, in the following questions the third choice could result in people avoiding the issue and your results being of limited use:

In your opinion, kids who use drugs have more friends.

☐ *Yes* ☐ *No* ☐ *Don't Know*

One way to be accepted by an older crowd is to show them that you can handle drugs.

☐ *Yes* ☐ *No* ☐ *Don't Know*

There is nothing wrong with smoking cigarettes as long as you do not smoke too many.

☐ *Yes* ☐ *No* ☐ *Don't Know*

➤ Structuring the Questionnaire

The time has come for the reader to start imagining what a suitable questionnaire ought to look like. Before you turn to Appendix 5.1 and look at the great examples we have already developed for you, take a few moments to consider the following issues.

First, you will need to make sure that your questions get at the kind of information you want to know about your crime prevention program. In other words, make sure each question is focused on what is important and does in fact gather the information you want. The National Crime Prevention Council in Washington, D.C. has prepared a couple of excellent evaluation guides and in their most recent publication they list some standard criteria an evaluator should follow when developing various questions for a survey.

Being firm believers in not re-inventing the wheel and giving credit where it is due, we will simply set down this short-list, as these are **Really Good Ideas** worth repeating.

- ☑ Is this a question that can be asked exactly the way it is written? [Although the data you want may be reflected in the way the question is written, will the respondent interpret the question differently if it is asked of them rather than read by them? --- *In other words people don't always see the same things as they hear!*]
- ☑ Is this a question that will mean the same thing to everyone? [When the word "violence' is used, do people think of violence against the person or property or both? --- *In other words be specific when you are making reference to an action or idea that has more than one meaning.*]
- ☑ Is this a question that people can answer? [Don't ask people questions about things that they do not have direct knowledge about --- *You cannot be sure that their response will always be reliable.*]
- ☑ Is this a question that people will be *willing* to answer, given the method used to gather the information? [Having male interviewers, regardless of whether it is in-person or on the telephone, asking a woman about a sexual assault she may have experienced generally is not a good idea.]

These criteria are important to consider as you put your questionnaire together. This will save you problems in the administration of the survey, its interpretation by the respondents, cooperation in completing the survey, and in your interpretation of the results once they are compiled.

Okay, okay enough with the preliminaries; let's get on with developing the questionnaire. To help with this development, we have set out a series of different questionnaires for you to look at in *Appendix 5.1.* These questionnaires have not been written in isolation, rather we have linked them to the performance indicators discussed in Chapter Two and if you look at the program logics developed in the same chapter, it is clear that various questions provide information about some of the outcomes and impacts listed therein.

We bring up the performance indicators and program logic concepts again to demonstrate that evaluation is really all about linking one step to the next. For example, using the information contained within the logic and the performance indicators chosen for your program, the evaluator can do two things. First, develop those questions you want to have answered and second, identify what method(s) you can use to get the answers. *Hey, talk about catching two birds with one net!* This is great and reinforces even more the need for making sure the various elements of your evaluation process tie together --- after all, each phase simply evolves out of those before it!

REAL GOOD E.g.

For example, if you take a look at examples of ***performance indicators*** of *police commitment* discussed in the previous chapter and compare what is said there to the *Survey on Citizen Attitudes* found in *Appendix 5.1*, you will readily see that a number of the questions in this survey address this commitment. For example, question #5 in the survey asks:

Were you satisfied with the time it took for an officer to call you on the telephone?

☐ Dissatisfied ☐ Satisfied

This question gets right to the point about level of satisfaction, which is a clear indicator of the respondent's thoughts on commitment of the police to dealing with their concern. Furthermore, the entire survey itself represents a sound way for getting *community feedback*, another of the performance indicators we discussed in Chapter Two.

In another example in *Appendix 5.1*, the *School Security Check List* clearly sets out questions about such performance indicators as *Signs of Incivility and Disorder*, *Police Commitment*, *Levels of Fear*, and others. Those questions would also serve as data sources when deciding on what questions to use to gather information about the outcomes in our *school vandalism program logic* previously described.

On another point, you will have noticed that in our example questionnaires we have used both types of questions, open and closed; put in some questions that ask for more than one choice of answer; used dichotomous questions in a big way; and, kept the number of questions to a small number but made sure they were clear, to the point, and easy to answer. Good stuff!

➢ What else do I need to consider when surveying?

Instructions are also very much a part of every questionnaire design. Remember, people filling out questionnaires will do what they read and if you don't tell them --- then don't be surprised when the questionnaire is flawed or is not completed in the manner you had wanted. So, be sure to spell out clearly what you want done. If you want them to only give one response then say so. If you want them to give only one response but you want it to be their favourite response then say that as well. The fewer instructions the better and in most sound questionnaires the question is self-explanatory based on the way it is worded. However, when necessary be prepared to add the extra bit of instruction to ensure the reader deals with the question in the manner intended.

REAL GOOD
E.g.

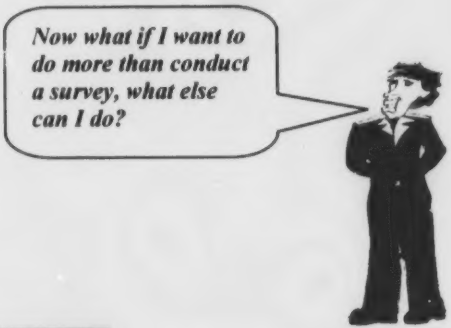
Refer to the Appendix 5.1 for some 'really good examples' of instructions about how to introduce your survey questions or how you want them answered (e.g., check all those answers that apply].

Finally, we need to say something about pre-testing the questionnaire to iron out any problems with its interpretation. This process is called **piloting the questionnaire** and usually involves giving the questionnaire to a small group of people, representative of your eventual sample, to fill it out. Based on their responses and comments you will get a sense of whether the questions were understood in the way intended.

In summary, when writing your survey, here are several tips to help you design questions that do the job.

Better Questionnaires

☑ Lead off with interesting questions
☑ Don't overwhelm with choices
☑ Are pre-tested
☑ Talk in neutral terms
☑ Keep themselves brief


Now what if I want to do more than conduct a survey, what else can I do?

3.1.2 The Interview Approach

You may want to consider using a *personal interview* approach to gather information. This is a common practice in evaluations when you want to gather information from a small number of key stakeholders, program staff and managers, funding officials, or topic experts when you want to get their perspective as well.

The key ingredients to using the interview approach are that you have the time and people available to undertake the interviewing. If your evaluation team is composed of yourself and one assistant then you might want to reconsider any thoughts about doing too much in the way of interviewing.

Interviewing can also be more expensive in some ways than other forms of data collection. The whole process takes time --- from developing the interview guide, to selecting who will be interviewed, to getting hold of the people on the list, to encouraging them to participate, and finally to maximizing the amount and quality of the information gained from the interview.

Interviews can be complex or straightforward, and tend to be far more qualitative than most surveys. However, you can keep a fairly good handle on the information you get from the interviewee by keeping the questions specific and requiring detail in the response. For example, consider the obvious difference between the following two interview questions addressed to the local police chief regarding the *commitment* of his/her department to crime prevention programs.

- ☐ How committed is your department to providing crime prevention programs to the community?
- ☐ What resources have you provided in your current budget to deliver crime prevention services to your community?

Although both questions deal with police commitment, the first one is far more open-ended in the kind of response it could generate, while the second question asks for specifics, such as budget, staff, and capital expenditures. These give a clear indication of the financial involvement of the department and, as such, the information is far more reliable for drawing conclusions about commitment, in comparison to a more ideological response that could well be generated from the first question. Consequently, it behoves anyone planning to use interviews as part of an evaluation to:

- ☑ Develop a clear set of questions in an interview guide.
- ☑ Focus your questions on the information you need.
- ☑ Try to restrict the number of open-ended questions to conserve time and inhibit the amount of unrelated information that might arise from the interviewee.
- ☑ Distribute the interview guide to those to be interviewed ahead of time. This will allow them to do the necessary research and prepare their thoughts before the interview.
- ☑ If you use more than one person to do interviews, make sure you practice using the interview guide together. This will help you standardize the way questions are to be asked and what probes to use if the respondent is reluctant to speak or gives incomplete answers.

☑ Ensure all those interviewed that their responses will not be identified publicly (in other words assure them confidentiality) and that their responses will be blended in with similar responses from others being interviewed.

Not all data collection methods involve talking to people or asking them questions through a survey. In some methods, the information is available through examining documents relevant to the program under study.

3.1.3 The Document Review

Reviewing documents associated with the crime prevention program is not something the potential front-line evaluator might think to include as part of the overall process and yet the information contained in these documents can readily assist in a formative evaluation. Just to refresh your memory, a *formative evaluation* looks at the management and operational aspects of a program as well as the program's outcomes and impacts. In this way, the evaluator can get a sense of how well the functional components of the program are working. If things appear to be in need of change then adjustments can be made as necessary.

Document reviews assist the evaluator to measure where a program has come from by comparing its current situation with what was originally set down in the program proposal (presuming such a proposal was prepared). Using the proposal as a benchmark, the evaluator can then gather information about the program's current operation to confirm how it compares to what was planned.

REAL GOOD
E.g.

A **Really Good Example** of this occurred during the three-year evaluation of the *Community Police Station Program* in Victoria, B.C. The original written proposal for the program called for each of the five community stations to undertake activities that would make the residents in each designated neighbourhood/community aware of the station's existence and location. Using a neighbourhood telephone survey in each area, specific questions were asked as to *"Whether the respondent was aware of the station in their community and where it was located?"* The results showed for each neighbourhood that knowledge about the station and its location diminished the greater the distance from the station. It was subsequently reported that the various activities undertaken by the station staff and volunteers to publicize its existence were not having the desired outcome. As a result, staff and volunteers reviewed their marketing approaches to identify alternatives that might have greater success in creating awareness.

What documents are worthwhile reviewing when it comes to evaluating crime prevention programs?

Good question, and the answer rests with first deciding what information needs to be collected and for what purposes. For example:

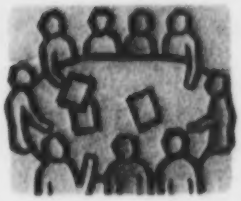
- Every time you want to establish statistical benchmarks against which to measure program progress, it would be worthwhile looking at the *relevant crime statistics* prior to implementation and then compare those figures to the figures recorded at the end of the time period being measured.
- When you want to examine the management practices of the program and their impact on staff/volunteer activities, examining the minutes of staff meetings and management meetings can provide significant information that can be confirmed and expanded on later through select interviews.
- If the program has received funding from an agency or government department, that funding will have been approved based on specific goals and objectives that have been set down. An evaluator can confirm what those are by examining any contracts, contribution agreements, or memorandums of understanding that were signed.
- If the evaluation is an afterthought, several years after the program was first implemented, there is probably a significant amount of corporate history available in files, memos, letters, summaries, etc. These documents should be gathered up and reviewed to get a clear sense of how the program has developed over time. In this case, it is not uncommon to find that the initial goals and objectives have changed but not been documented in a formal way.

Document reviews not only provide a picture of what the program was intended to be and what it has become, but also are a good source of benchmarks against which progress or the lack of it can be measured.

3.1.4 Focus Groups

The opportunity to gather information from a group of individuals without resorting to the use of a survey is usually possible through the *focus group* process. When evaluating crime prevention programs, we have found that the use of a focus group is a superior method to gather a lot of qualitative information in a short period of time.

Focus groups for the most part are group interviews. A *group moderator* guides the discussion while the participants focus on those topics generated for the discussion. Focus groups are a very popular marketing tool used by companies for a number of things, including the testing of their products and product lines; finding out what the public wants in the way of new products; or determining how well product advertising campaigns are getting the message out.



When it comes to program evaluations, focus groups are becoming increasingly popular as a means of obtaining information from a number of individuals in a brief, but structured, period of time. Focus groups gather qualitative data, which need to be analyzed somewhat differently from quantitative data, where the analysis tends to involve different kinds of mathematical calculations.

In focus groups you are recording what people say in response to the questions asked. Consequently, the *data are their ideas, opinions, attitudes, beliefs, etc.* We can't put a numeric value to these very easily, instead evaluators tend to categorize the information by themes and put the various comments under whichever theme best fits with what was said. Those themes become the data on which conclusions are drawn and included in the report.

➢ When are focus groups useful in an evaluation?

Focus groups are most helpful when the evaluator wants to get information from specific groups of stakeholders about a program's various impacts. For example, with a crime prevention program designed to use volunteers to help elderly citizens deal with their *fear of victimization*, the evaluator could consider having one or more focus groups with the target group as well as one with program volunteers. The opinions from both groups are important, particularly if the outcomes have been less than expected. By holding discussions with both groups separately, the evaluator may be able to isolate differing perspectives about the program that are having an impact on the results in the undesired way.

Levels of Fear

Focus groups are very helpful because they allow participants to discuss in greater depth various issues about the program under study. Probing questions by the moderator can push participants to look at things in greater depth and in different ways. In other words, focus groups allow evaluators to carry their examination well beyond the information limitations found with surveys and document reviews.

Focus Groups are fundamentally a way of listening to people and learning from them.

Focus groups are group interviews with a purpose to collect data not problem solve.

A **Really Good Example** of when to consider using a focus group arises when there is a need to explore in greater depth some of the findings found from a survey used earlier in the evaluation. It is sometimes the case that when one examines the findings from the survey that other questions begin to emerge. Questions that often don't get answered, unless the evaluator resorts to another survey or some other means of getting at the information. A focus group is an excellent way to resolve that dilemma.

By bringing together a number of individuals similar to those receiving the original survey, the evaluator will be able to address the questions in greater depth and clarify those new issues arising from the survey results. With both groups being drawn from the same population, the chance that the focus group participant's responses will be representative of the survey group increases. A good idea would be to consider including this 'one-two information punch' as part of your evaluation design right from the start.

➢ What steps are involved leading up to holding a focus group?

Having decided to include a focus group as part of the evaluation design, here are some basic steps to consider in that process.

- ☑ First and foremost, determine what information needs to be collected.
- ☑ Based on what that information is, identify what source will best provide you with the information.
- ☑ Determine how many focus groups you want to hold --- knowing that the average size for a group is 8 to 10 participants. Quite often the number of groups will be influenced by the extent to which your program impacts on the target community. The larger the number of people impacted, the greater the chance you will want a few groups to ensure the findings are representative.
- ☑ Select a sample of participants and invite them to participate. Sometimes you may have to provide an incentive to get them to give of their time, particularly when asking people to take time away from their personal life. Often if you provide a snack or even a light dinner ahead of time, you will find that attendance improves. Even better would be to offer a small stipend payment/gift for participating, if you have the budget to do this.
- ☑ Develop a series of clear questions you want the participants to discuss during the session. If at all possible, provide each participant with a copy ahead of time. This will give them the opportunity to do some early thinking as to how they might respond. You can probe their responses in further depth once the session gets underway.
- ☑ Assure the participants once they arrive that anything they say will be held in confidence and only common responses will be reported. Isolated exceptions will need to be disguised in a manner that does not identify the respondent.

- ☑ If possible try to get the group to agree ahead of time to allow the session to be recorded. This will allow the group moderator to focus on the discussion and not be distracted by taking notes. If this is not acceptable, then be sure to have at least one person assist you in the role of note taker. This is absolutely essential for any kind of content analysis to take place later on.
- ☑ Finally, schedule the session to last for no longer than two hours. Since you are asking people to give of their own time, be sure that you don't overstay your welcome.

➢ What about operating the focus group itself?

Individuals who have had some experience or training in running this type of group are best to lead focus groups. Why? Primarily because the group leader has to be able to keep the participants on track, make sure everyone has an equal opportunity to say something, maintain a feeling of comfort in the room, and be alert to those opportunities to explore issues in greater depth or change direction to deal with new, but relevant, concepts.

Focus groups are not simply opportunities to chat or speak one's mind. Rather it is a structured process for gathering qualitative data about specific issues relevant to the program under study. If you need experienced assistance, do not hesitate to ask for it.

3.1.5 Observation

One last, but very important, data collection method we want to bring to your attention is based on straightforward *observation*. In other words, getting out of the office and heading into the community to see if observable changes have taken place as a result of your crime prevention program.

REAL GOOD
E.g.

For example, you might have decided to clean up a local playground, which had been taken over by drug dealers, garbage, graffiti on and in the public washrooms, broken down swings and slides, teenage gang members, and thrown away syringes, condoms, and other personal items. Before you begin, take some pictures and record what you see. Working together with neighbourhood volunteers, police officers, parks and recreation staff, and counsellors from the local youth centre, a clean-up strategy is developed, workers identified, supplies provided, and the work carried out. Police put regular foot patrol officers on the beat during the hours from sun-up to midnight and follow with regular car patrols until six AM. Utilize community volunteers, business operators, etc. to assist in the recording, picture taking, and documentation of your progress.

Within a few months, all the cleanup and repairs have been completed and a neighbourhood celebration is held with a daylong picnic and outdoor concert. Your program participants spent a lot of time, effort, and money reclaiming the park and hopefully making it once again safe for use by local residents.

Take some more pictures and record what you now see!!

➢ How might you measure whether this has in fact happened?

You could start by going to the park on different days of the week and at different times and simply *observing what is going on and what you see*. You might look for such things as:

- ☑ How many people use the park during what time periods?
- ☑ How many are adults, teenagers, children, or senior citizens?
- ☑ What do they do in the park?
- ☑ What is their average length of stay?
- ☑ Do they use the re-furbished park facilities and playground?
- ☑ How full are the trashcans and how much garbage is lying around?
- ☑ How often do the police officers walk by and do they interact with those using the park?
- ☑ Is the graffiti beginning to resurface and if so is it being removed as quickly as it surfaces?

These are all things that can be simply observed, a brief record made, and a tally of that record used to report on what kind of success has taken place and whether it has had an enduring effect.

Recording the information can be made easy by creating in advance a list of things you want the observers to look for, listing them in a checklist format with space to put a checkmark ✓ every time the item is observed. The overall tally of the activities can provide you with some basic occurrence rates that can be used to demonstrate quantitatively what impacts have taken place. Furthermore, the observer's general opinions about what he/she saw during his/her shift can be used to draw some qualitative conclusions about impact.

Observation is an easy way to see a program's impacts without spending a lot of time developing data collection methods or training staff to do the job. Whenever appropriate, it should be considered as you develop the overall evaluation methodology. Observation can be a very valuable *unobtrusive measure* to determine program outcomes and impacts.

In addition, you could supplement this information by undertaking a door-to-door survey to get the residents' and business operators' opinions, which would be a good way to gather quantitative data on a number of questions.

3.2 Gathering the Information You Need

We have suggested throughout the previous section when to use the various data collection methods and what kind of information each will gather. It would probably be helpful if a little space was dedicated now to structuring some of those hints plus other important information into a 'quick-check' format. A ready reference or *Action Table* that you can use as you set about deciding which instruments to use to get at the information you need.

So what do we do?

Evaluations are all about asking the right questions --- questions that can then be targeted to the right sources to get the best answers --- answers that will be elicited using the most appropriate methods --- methods that are suitable given the resources, time, and expertise of those tasked with carrying them out. It has been our experience that you can easily structure this process by developing an *Action Table* such as the following, which is designed to get at certain information about the operation and management of a Neighbourhood Watch Program.

Action Table – Program Management and Operation

Question	Source	Method	Resources
1. What were the original goals & objectives for the program?	Program proposal Program staff	Document Review Interviews	Interview guide
2. What activities are undertaken on a regular basis?	Program staff Program proposal Activity logs	Document Review Interviews	Interview guide Activity tally sheet
3. What management structure exists and is it functioning efficiently?	Program proposal Program staff	Document Review Interviews	Interview guide
4. Are the various program activities being carried out as planned and achieving their intended outcomes?	Program Staff Block captains Residents Crime statistics	Survey Focus groups Interviews Document review	Interview guide Questionnaire Focus Group questions
5. Are the residents participating in the program?	Block captains Materials given out Calls for information	Survey Activity logs Telephone logs	Questionnaire Tally sheets

You will note in this table that the same sources, methods, and resources are required for more than one question. What that should indicate is that you can use the same methods and sources to get at different information. The first four questions can be answered using, among other options, an interview with program staff. Therefore, the interview guide needs to be structured in such a way that it will get the staff to talk about each of the four questions. Similarly, a survey is one method you can use to gather information about questions 4 and 5. When the questionnaire is being designed, the developers need to be sure that they include the appropriate questions to get at the needed information.

It is always a *really good idea* to include in your initial Action Table all data sources, methods, and necessary resources you can think of to get answers to your evaluation questions. You can then pare down the various options to ensure you use what seems to be the most effective method to gather the information in the most efficient manner.

Evaluations, as we have said before, are about time, staff, and money, just as much as they are about asking the right questions. Consequently, when you are making those decisions as to what items will get listed in your final Action Table, be sure to factor in reality --- for example, if you need answers quickly then you may want to use brief interviews with a select group of key respondents (e.g., block captains) versus developing an extensive questionnaire to be mailed out to a large sample of neighbourhood residents. We have provided an *Action Table Worksheet* in *Appendix 5.1* for you to practice with.

Okay, now you have decided what information you need and how and from where to get it. Once it has been collected, the next important task will be to assess exactly what it is telling you. In other words, it is time to put your analysis hat on and begin to draw some conclusions based on what you have been told and what you have read.

3.3 Determining What the Information Tells You

The information, or data as evaluators tend to call it, you have collected using the various methods selected now needs to be assessed. Based on this assessment, you will be able to draw the various conclusions about your program's efficiency and/or effectiveness to subsequently include in your overall evaluation report.

The data you have collected will be either qualitative or quantitative, or both. Using the tools we have suggested in this guide, the following table identifies which type of data can be collected by each method.

Method	Qualitative	Quantitative
Survey/Questionnaire	✓	✓
Interview	✓	
Focus Group	✓	
Observation	✓	✓
Document Review	✓	✓

Now before starting your analysis, you first need to make sure you have everything you need to do the job. Since we are going to stay away from the sophisticated statistical analytical methods, you will need to make sure you have lots of paper, pencils, a good calculator, and/or a computer software spreadsheet program. Wherever possible you might also want to develop a data summary form.

The tally sheet we have included in *Appendix 5.1* is one example where you can summarize the different responses to a survey question and then do some simple mathematics to determine averages, totals, percentages, and differences between the various response totals.

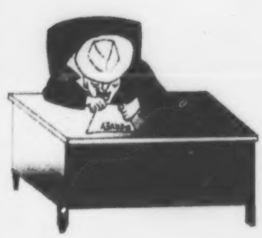
When it comes to analyzing the comments made in a focus group or a one-on-one interview, you can develop a theme data sheet where comments representative of various themes or categories are grouped together for later summarizing and drawing of conclusions. We have already spoken of observation checklists, which provide a ready means for quickly tallying the various observations for later analysis.

3.3.1 Types of Data

1. Quantitative Data

Let us deal with the more 'hardcore' data first --- the quantitative. It is important to remember that when you use quantitative data that any conclusions you draw from the analysis you undertake should be supported by the data you use. Quantitative data is information that can be expressed in numerical terms, counted, or compared on a scale. The best way to show this is to work with an example and since we have devoted a lot of time to discussing surveys let's discuss an example using that method.

Analyzing and interpreting survey results is a step of survey research that makes many lay persons panic.



First you can report the **frequencies** or the number and percent of persons who responded a certain way to each question in the survey. This is the most basic output from surveys and for some folks this may even be the only piece of analysis that is done on the survey findings.

The following three tables are frequency/percent tables reporting citizen attitudes about drug problems.

Question: "Drug use in my neighbourhood is a problem. Do you 'agree', neither 'agree or disagree', or 'disagree' with the statement?"

Table One
Concerns About Drugs

Value Label	Count	Percent
Agree	288	61%
Neutral	112	24%
Disagree	72	15%
TOTAL	472	100%

The numbers in this table show the rare situation in which all respondents actually answered the question. Typically, in a survey with many respondents, each question will have some respondents who do not answer. When this happens, usually the non-responses are commented on separately and *NOT included in the table as shown in the next table*.

Show the 'don't know' responses like this:

Table Two
Concerns About Drugs

Same Question: **"Drug use in my neighbourhood is a problem. Do you 'agree', neither 'agree or disagree', or 'disagree' with the statement?"**

Value Label	Count	Percent
Agree	288	61%
Neutral	112	24%
Disagree	72	15%
TOTAL	472	100%

Let us say this time you had 500 people responding to the survey. So, Table Two appears the same as Table One; however, this time you will comment below the table on the number of those individuals not responding to the survey as follows: "Out of the 500 residents answering the survey 5.6% of the sample (N=28/500) did not answer the question." Note: You then calculate your table percentages out of 472 and not 500.

While these tables are interesting, frequencies are most useful for pointing to directions for further analysis. For example: **Wouldn't it be useful to know what kinds of citizens are most concerned about drug problems?**

This is when you would utilize a Crosstabulation statistic. **Crosstabulations** compare categories of responses on a particular characteristic. Demographic characteristics frequently influence the way results are interpreted. For example, as shown in Table Three, 30 respondents or 21% of those between the ages of 18 to 29 indicated 'Agree' compared to 126 respondents or 80% of those aged 60 or older. If you were developing a crime prevention program in this particular neighbourhood and your sample is representative of the neighbourhood residents, you would first implement a program targeting those 60 years of age or older, as they perceive the drug use to be the greatest problem. Obviously there could be other issues involved here. I think you get the idea about Crosstabulations and how useful it can be in your analysis!! Right!!!

Table Three
Concerns About Drugs by Age of Respondent

Same Question: "Drug use in my neighbourhood is a problem. Do you 'agree', neither 'agree or disagree', or 'disagree' with the statement?"

Age	Agree % Count	Neutral % Count	Disagree % Count	Total % Count
Age 18 – 29	21% (30)	18% (26)	61% (87)	100% (143)
Age 30 – 59	43% (74)	21% (36)	36% (62)	100% (172)
Age 60 or older	80% (126)	11% (17)	9% (14)	100% (157)
Total	**100% (288)**	**100% (112)**	**100% (72)**	**100% (472)**

See *Appendix 5.2* for more examples of 'Depicting the Results'.

REAL GOOD E.g.

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Total	**100% (288)**	**100% (112)**	**100% (72)**	**100% (472)**

See *Appendix 5.2* for more examples of 'Depicting the Results'.

2. Qualitative Data

Qualitative data are the information collected from such means as focus groups, interviews, observation and document reviews, as well as those open-ended questions on questionnaires developed for use in surveys. Today, the analysis of these data can be done by computer using software especially designed for this purpose. This software tends to simulate an approach traditionally done by hand but because of the computer's speed, the analysis is completed in a fraction of the time it takes for the slower human process. If you want to consider using the software, we suggest you contact Sage Publications directly on-line (***www.sagepub.com***) and read up on some of the software they have available. This software, however, is expensive!!

Getting back to the present, let's take a look at the analysis by hand process, which can be both fun to do and will give you a real good sense overall of what people think about the program. Why? Because you will have read everything recorded during the data collection phase.

So what will you need to do the job?

☑ A list of all the evaluation questions answered as qualitative data.

☑ Separate the questions.

☑ Several highlighters, with a different colour to represent each of the different themes or categories of responses to each question. If you don't like colour coding then use symbols or code words to identify the various issues. When you have finished one question move on to the next question and repeat the activity.

☑ It is preferable that all of your collected information be in written form, which will mean you may want to have the opened-ended survey questions, any taped interviews, and/or focus groups transcribed.

Create an *'Analysis Worksheet'* that has space to collate the various responses to each question; allows one to tally how often the same response is given (this applies only to the open-ended survey questions and interviews not to focus group discussions – we suggest that you do not try to quantify focus group responses); provides space to record key quotes to illustrate a point to be made; and leaves some space to write down any summary statements you want to make about the findings. Such a worksheet could look something like the following.

Qualitative Analysis Worksheet

Open-ended Survey/Interview Questions & Responses	Number of Similar Responses	Key Quotes
Question: "What do you think were the main strengths of the crime prevention program? **Responses:** A. Goes out every night now without fear. B. The garbage has been cleaned up in our alley.	卌 卌 ||| 卌 |	*"This is the first time in over three years that I have been able to take a walk after dark alone in my neighbourhood. I am thrilled!"* *"I feel so much safer, it seems that people care more for the neighbourhood than before".*

The above process would be the same for analyzing *focus group responses* other than you would not try to tally how many people said what. This could interfere with the flow of information and prevent you from 'focusing' on the task at hand. The role of the moderator however, is to confirm with each participant whether they agree or disagree with what has been said before moving on to the next question and/or ensure that each person has had an opportunity to speak.

The approach is simple from here.

- ☑ Read through your materials and highlight every time a response fits a specific theme or category using the colour assigned to that theme/category.
- ☑ If you come across key quotes that would look good in your report as an illustration circle them for later reference.
- ☑ Once you have reviewed all of the data begin to fill in your worksheets.
- ☑ Once each question's sheets have been completed, go through the responses and summarize the findings. It is these few summative statements on which you will base your conclusions.

3.3.2 Interpretation of the Data Findings

As you go through this process, interesting observations will begin to emerge --- observations that may not always match up with your original expectations. ***Why is this?***

Things do not usually occur in isolation.

Part of your interpretation of the data findings is to try and explain why something has occurred. Obviously the best outcome would be when you can attribute good results to the impact of your program. In other words, Break and Enters went down because your Block Watch Program was used by everyone in the targeted neighbourhood. In contrast, negative results could be blamed on other factors that you did not control for in your program design and once under control would show as no longer being a factor on future assessments.

An evaluation toolkit prepared for the public health sector discussed very succinctly four factors to consider when thinking about possible explanations of why expectations about your program were met and/or not met.

A. Patterns of Evidence

Results from different sources that are similar are referred to as patterns of evidence. These patterns represent strong evidence to confirm why something has occurred, be it positive or negative. These patterns, if they exist, will become evident from the use of multiple sources (triangulation process) we spoke of much earlier and supports the decision to include more than one or two data collection tools in your evaluation. The concept of triangulation is one way to strengthen your results.

B. Discrepancies

Discrepancies refer to those findings that contradict each other. They need to be examined further to get a better understanding of what is happening and possibly determine what changes need to be made to rectify the situation. Discrepancies are not uncommon among participants in a focus group or among those being interviewed. In these situations, more clarification could be pursued through probing questions in the focus group or interview or through developing another method for expanding on the controversial issue --- such as through a survey.

C. Internal or External Factors

Some results are impacted by factors either internal or external to your program. Do not be surprised if such influences emerge. Operational or management factors frequently change, particularly in an environment where crime prevention is seen as a secondary service by the police department or there is a significant level of turnover in volunteers. Both situations can create an atmosphere of inconsistency and make outcomes somewhat unpredictable. External change will require the evaluator to probe deeper into the community to determine if other factors than the program itself are having a specific impact --- for example, the community itself may have changed; or new problems have arisen; or the original problem may have disappeared altogether.

D. Unexpected Problems

Sometimes during data collection, something you don't even think to ask about surfaces thereby catching you off guard. Don't discard the information; rather, you should review what has been found to ascertain if you can make any direct or indirect links to the program or its delivery. If discovered at an early stage of the evaluation you might consider using other data collection methods to explore the situation in greater depth.

3.3.3 Drawing Conclusions

Having identified the most plausible explanations from the various findings, the evaluator now begins to draw conclusions about the program. These must reflect both the positive and the negative from the findings, as these represent what the program is all about and how it has impacted on the target communities. The conclusions need to answer the following types of questions:

Conclusions Need To Answer:

☑ Overall, is the program worthwhile?
☑ What aspects of the program are working well?
☑ What aspects of the program are in need of improvement?
☑ If there are problems, where have they surfaced?
☑ Are there problems that cannot be fixed with existing resources?
☑ What strengths stand out and deserve to be further enhanced?
☑ Has the program accomplished its objectives efficiently and if so through what means?

Some Key Points To Remember

Privacy and anonymity are important issues to keep in mind when gathering information from people.

Surveys are a common data collection source when evaluating crime prevention programs. However, there are many things to consider to enhance accuracy, including: style; how many people to survey; types of questions; structure of the survey; and pre-testing (or piloting) the survey.

- Personal Interviews work well when you have a small number of people from whom you want to obtain information.
- Document Reviews are extremely useful when you want to get a sense of how the program has evolved operationally from when it was first planned.
- Focus Groups are not opportunities to chat or problem solve, but are structured ways to collect information about your program. As such, you may want to obtain assistance from someone experienced in facilitating such groups.
- Do not under estimate the conclusions you can draw about a program through the process of basic Observation.
- The type of data collected will determine the kind of analysis you apply. In both cases, qualitative or quantitative, there are some basic methods you can use that do not require sophisticated statistical analysis skills.

Once you have answered your conclusion questions and reflected on the key points to remember, it is now time to get ready to write your report; to make your findings public; and let those stakeholders know precisely how the program has been going. Turn to the next chapter where we have tried to guide you in how to put 'your best presentation forward'!

Selected References Relevant to This Chapter

- Morgan & Kruegar (1998). **The Focus Group Kit**.

- Porteous, N et al. (1997). **Program Evaluation Tool Kit: A blueprint for public health management.**

- Weisel, D. (1999). **Conducting Community Surveys.**

Appendix 5.6 contains a listing of additional references.

Writing and Communicating The Results

Chapter Four

This final chapter will help you with writing and communicating the evaluation information you have worked so hard to collect.

4.1 Collating the Information

- ☐ To begin, start to collate and bring together all of the information you have collected and the various methods used to collect it.
- ☐ Once you have all the information, read it again and then think seriously about how you want to communicate what you have just read.
- ☐ We help you by posing some decision-making questions to guide your planning.

4.2 Developing a Suitable Report Style

- ☐ Then think about the style of report you want.
- ☐ We have provided an example outline that could work well for you. Granted it is fairly detailed but that is meant to save you time and effort. After all, most people go looking for an example of what they want to do the first time around and we just wanted to save you some time searching.

4.3 Getting the Right Message Across

- ☐ We re-visit the use of tables and graphs as a means to display your findings and get your point across about a specific issue.
- ☐ However, we want to caution you that too many of these things can become distracting, so be sure to select the best opportunities to display your data rather than discuss it.

4.4 Guideposts for Best Use of the Results

- ☐ The chapter closes out with a look at sharing your results, more specifically:
  - ☆ why you want to share them;
  - ☆ with whom you want to share; and
  - ☆ what sharing will mean to you.
- ☐ Writing a report to simply say you did it doesn't make much sense. Particularly when you have gone through the whole evaluation process to get to the point of writing it in the first place. You had a reason to undertake the evaluation and, therefore, you can use that same reason to determine what you want to do with the final report.
- ☐ In that way, you come full circle and link the end with the beginning. This is a good thing since it demonstrates to those watching you and reading your report that there is a purpose behind all this and that purpose is reason enough for them to pay attention to what you have said.

Chapter

4

Writing and Communicating The Results

4.1 Collating the Information

Right from the beginning of the evaluation, the evaluator must try to *collect* as much information as possible from all those stakeholders with an interest in seeing the impact of the program. Getting to that point requires that you first plan carefully and then methodically gather and analyze the data. All items critical to this process must then be assembled before any formal writing begins, including: a list of the program goals and objectives; any expected/planned outcomes set at the beginning of the program; the performance indicators selected and how they were measured; and the analysis of the findings, both qualitative and quantitative.

At this point, the communication flow will begin to go the other way. You are now responsible for *providing* information. The following set of questions can serve as a guide for any message or form of delivery you choose to make. It is extremely important that from the very onset you put yourself in the user's place and answer such questions as these:

- ☐ To what extent and in what specific ways is the information *relevant* to the user's real and compelling problems?
- ☐ To what extent is the information *practical* from the user's perspective?
- ☐ To what extent is the information *useful* and immediately *applicable* in the user's situation?
- ☐ What information will the user consider *credible* and what reporting practices will support that credibility?
- ☐ To what extent is the information *understandable* to primary users?
- ☐ Is the information *understandable* to all audiences?
- ☐ How might reporting practices ensure that the information is delivered in a *timely fashion* so that it might be most useful?

What does this all mean? --- Simply this:

Do your homework and know your audience!!

4.2 Developing a Suitable Report Style

A well-written and comprehensive evaluation report can sell your program to those you want to reach. The last thing you *do not want* is that all your hard work and the results of your evaluation efforts go unused and end up buried in a filing cabinet. Based on years of experience, we have found that you may have to report different kinds of information to different individuals or groups in different forms at different stages in the evaluation. Remember all those stakeholders we spoke about in Chapter Two, well if you did your homework at the onset of the evaluation, you will have thought about ways to meet all these *different* demands!

Who wants to know what and when they need the information are key planning concerns, but facilitating the usefulness of your work requires even more. There are four fundamental rules of reporting, which we believe will increase the likelihood that your evaluation findings will be used and not ignored. They are:

Evaluations are conducted for a variety of reasons but ultimately the main purpose is to assist with decision-making.

- ☐ The information must be communicated to the appropriate potential users.
- ☐ The report must address issues that the users perceive to be important.
- ☐ The report must be written in a style that is clearly understood by the intended users.
- ☐ The report must be delivered in time to be useful.

Addressing the first three will require you to spend some time thinking about the style and structure of the report. We want to emphasize that given all the work done to get to this point, you should not short-change the effort put into the final document. Also remember that this is an evaluation, not a quick assessment or quick progress check; consequently, your report needs to reflect the work put into getting the information and the importance with which you hold the findings and conclusions.

To that end, we will set out a rather detailed outline of a report style that tends to capture everything essential to providing the user with as clear a picture as possible of what your program has accomplished and how you came to draw those conclusions.

Evaluation Report Outline

Set-up a detailed outline before you start to write your report.

It should include:
- **a summary**
- **background about the program**
- **description of the evaluation**
- **results**
- **conclusions**
- **recommendations.**

Front cover

The front cover should provide the following information:

- ☑ A formal title of the Report
- ☑ Title of the program and its location
- ☑ Name of the evaluator(s)
- ☑ Period covered by the report
- ☑ Date the report is submitted.

Make the front cover attractive and format it precisely. The cover reflects you and the quality of your work.

Section One: Summary

This important section, sometimes called the *executive summary* is a brief overview of the evaluation, explaining why it was conducted and lists its major conclusions and recommendations. Although the summary is placed first, it is the section you write last. It is also the only section of the report that is often read by busy officials who want to get a quick snapshot of what was concluded. Therefore, every effort needs to be made to keep its content comprehensive and clear.

Typical content

- ☑ Why was the evaluation conducted?
- ☑ What was evaluated?
- ☑ What are the major findings and recommendations or options that you conclude from the evaluation?

Section Two: Relevant Background Information About the Program

This section sets the program in context. It describes how the program was initiated and what it was supposed to do. It should contain detail about the program goals and objectives. Since you will have already developed a preliminary description of the program when the evaluation was first planned, this means you have less work to do on this section.

Information helpful in writing this section can be collected from a myriad of sources: a program plan or proposal, assessment reports, interviews, minutes from meetings, memos, and so forth. It is *important* that you locate any discrepancies between recollections and actual program descriptions, and resolve them before you write your report.

Typical content

- ☑ How did the program get started?
- ☑ Where was the program implemented?
- ☑ How many people did it affect?
- ☑ What was the program designed to accomplish?
- ☑ What goals or objectives were set out?

- ☑ What are the characteristics of the intended clients of the program (e.g., age, special needs)?
- ☑ On what basis were participants selected for the program?
- ☑ What materials were used, and how?
- ☑ What resources were to be available, and who provided them?
- ☑ What was the rationale underlying the program?
- ☑ How was the program managed?
- ☑ Was the staff required to have special training before or during the program?
- ☑ How much time (per week, day, month) did staff devote to the program?

Section Three: Description of the Evaluation

This section describes why the evaluation was conducted, what it was and was not intended to accomplish, and how the program was evaluated.

Typical content

- ☑ What was the context in which the evaluation was conducted?
- ☑ Did you use quantitative and qualitative approaches, or both?
- ☑ What were the program inputs, outputs, outcomes, and impacts?
- ☑ What was the schedule for data collection?
- ☑ Was a representative sampling of participants chosen?
- ☑ What aspects of the program were observed, recorded, or otherwise measured?

Section Four: Results and Discussion

This section presents the results of the various measurements, observations, and any other data collection methods. *Before you begin to write the results* section, all data should have been analyzed, recorded in tables, graphed or plotted, or summarized.

Typical content

- ☑ Did the staff deliver the program that was proposed?
- ☑ Was the program implemented as expected?
- ☑ How many and which participants were involved in the program?
- ☑ What were the results of the measurement instruments (e.g., surveys, focus groups, observations) you used to answer the questions about the program?
- ☑ Are there alternative explanations of the program results?
- ☑ How did the program compare with what might have been expected had there been no program?
- ☑ What were the perceived strengths and weaknesses of the program?
- ☑ How much progress was made toward program goals and objectives?

Section Five: Conclusions and Recommendations

This final section can be the most compelling and influential section of your report. Be sure to emphasize what is important and make it clear which conclusions have been drawn from what aspects of the findings.

Typical content

- ☑ What are the major conclusions to be drawn about the effectiveness of the program as a whole?
- ☑ Must judgment be withheld regarding some aspects of the program? And Why?
- ☑ On the basis of specific data, what recommendations or options can you suggest concerning the program?
- ☑ What are the program's greatest strengths?
- ☑ What limitations, if any, could be problematic now or in the future?
- ☑ What recommendations would you make to improve the program, if it is to be continued?
- ☑ If your evaluation is summative, should the program be cancelled or continued?

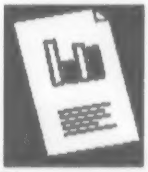
Key Benefits Worth Knowing

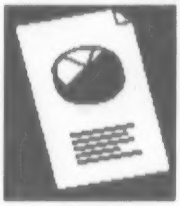
Two major benefits from a well-written final report are that various stakeholders can continually refer to it, as well as use it in future program planning and/or revision.

Remember those evaluation models discussed in chapter one! If the evaluation process has intended to be more *formative* in nature, then remember that the report will need to stress how the program is progressing and make suggestions for change and/or improvement where appropriate. Reports from *summative* evaluations, on the other hand, tend to focus on documenting the general characteristics of the program in order that summary statements can be made and suggestions for the immediate future of the program can be proposed.

4.3 Getting the Right Messages Across

The right messages are usually the correct messages. You do not want the reader to second-guess the findings, therefore you, as the writer, need to make good use of the variety of ways to illustrate your findings. Tables, graphs, figures, and charts are terrific ways to display the results in a manner that can be totally self-explanatory. As the old saying goes '**a picture is worth a thousand words**'.





One-way to highlight, emphasize, and demonstrate what your findings show is to use a graph. Three *basic* types are used regularly --- the ***bar, line,*** and ***pie***. The *bar graph* is most often used to compare values across a variety of categories over a certain period of time. *Line graphs* can show the continual change in something --- whether it rises, falls, or fluctuates over a time period. You can also compare the progress of two or more things by including different lines in the graph. The *pie chart*, called this because it is round and we often show slices of it, is a wonderful graphic to show the various components of a whole group, such as age ranges in a community. For example, the number of residents in each age range would be grouped and the percentage of that group within the total population would become one slice of the pie.

Tables are also a very suitable and practical way to present groups of data. You have seen many tables, some you can understand easily while others are very confusing. The best advice we can give to avoid the latter is to ensure you title the table properly and correctly label the elements. Confusion can reign supreme if you fail to be clear in these areas.

Although presenting your results using any of these four methods will enliven the message you want to get across, don't bury the message you are trying to generate by spending a lot of time explaining what it says in words. The graph should speak for itself as much as possible. You may want to spend a few lines introducing it and a line or two reinforcing the key result but no more. If you feel the need to include all of your data analysis in the report, because you worked so hard at getting it right, why not put it into an appendix where those readers who really like to look at that sort of stuff or have specific questions they need answered can find it.

We have included some really good examples of each of these in *Appendix 5.2* so take a few minutes and have a look. We think you will get some really good ideas for your own report.

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4.4 Guideposts for Best Use of the Results

An evaluation should always be seen as a roadmap of where a program has come from and where it might go in the future. After all, the evaluator has just put a lot of effort into the process and doesn't really want to see the report simply filed on the shelf behind the desk. Before we spend a little time looking at how to best use the results, let's revisit why we started the evaluation in the first place:

- ☑ To win the support of stakeholders, such as a boss, policy makers, or the community in general.
- ☑ To share your knowledge and program ideas with others doing or contemplating doing something similar.
- ☑ To make your program even better. It may not be broken but we bet it could improve.
- ☑ To validate your achievements and prove to others the program did what you intended it to do.

**We can take our lead on the next steps from these four.
How?**

➢ Impressing the Stakeholders

Well, when it comes to stakeholders, the evaluation needs to be presented in a manner that highlights first and foremost those things that are important to them. Sitting down with these groups in a meeting or meetings is paramount. Your presentation should draw from the overall results those issues and concerns that they will be most interested in hearing.

For example, if the group is a funding agency then they will want to know how their money was spent; was it spent well; and whether spending more money will improve things even more. On the other hand, if the stakeholder group is composed of senior citizens who participated in some form of enhanced safety program, then they will want to know about the impact on their safety; whether they can venture out alone again without fear; and how you plan to sustain the successes.

Each stakeholder group varies in its expectations, so be prepared to focus on those things first before you get into discussing any of your other findings.

➢ Getting the Word Out

People want to learn from your achievements and your mistakes. If you have a program others would like to copy then they will want to find out more about it. If they have a program similar to yours, they will want to know how you have been doing so they can compare notes. Regardless of the reason, one thing every evaluation should have is some form of general public document that can illustrate the highlights of the program. If you have the resources to print your report, then do so and let the world know it is available.

If a brief summary is the best you can do, then take your *Executive Summary* section from the report, polish it up a little more, and send it out. This summary is often all you need and if the reader wants to know more they will contact you directly. When we had the *Victoria Community Police Station Evaluation* monograph published, several departments contacted us directly to find out more about the program and the evaluation.

➢ Even a good thing can be better

If you looked at the operation and management of your program as part of the overall evaluation, no doubt you probably saw the opportunity to make it better. Your stakeholders who read the report probably saw that opportunity as well. Consequently, a good outcome from the evaluation is to highlight those places where change is warranted and set about developing an action plan to accomplish this.

Set up a meeting with the program's staff and volunteers to review the findings and brainstorm about any necessary improvements. Once you have identified your action plan, identify who will do what and by when. In that way, you create both ownership and accountability for improvement across the group. It also enhances people's participation when they see that they can play a role in making things even better. A simple worksheet can be developed to record this process, such as this one:

Problem Action Worksheet

Issue	Solution	Those Tasked	Completion Date
1. Insufficient client intake information	Revise form to include additional information.	John D. Sara M.	May 15, 2001

➢ We did what we set out to do

Knowing whether your program has met its objectives and goals is paramount to any evaluation. If you have found that you are being successful then it is important to share that with the various stakeholder groups. Group meetings, town hall sessions, and press releases are a good way to do this. Make sure you prepare some brief summary of your successes to hand out as well. People will want to refer to these sheets to ask questions or get further clarification

If things are not as good as you had hoped then that is important to share as well, but don't do it before thinking through possible improvements. There is a common saying these days for people who come to talk about problems with their bosses --- *'Give me solutions, not problems'*. That is good advice really because you are the person most familiar with the program, therefore any solutions needed will probably be best coming from you. You know the territory and what needs to be done. The boss can simply help you make it happen.

As a suggestion, you might consider going to the meeting with a completed action sheet like the one above. This will demonstrate that you take both your program and the evaluation results seriously and want to ensure that things improve for the better.

4.5 So Now Where Do You Go From Here?

Next steps please!

Well okay, but let us say that the next steps are really yours to decide on and take. Hopefully, you are now feeling comfortable enough to take up the challenge of conducting an evaluation of your crime prevention program. The following key points will assist you in getting underway.

Some Key Points To Remember:

- A comprehensive evaluation system provides information about the prevention initiative's or program's process (inputs and outputs), outcomes, and eventual impacts.
- Feedback to the program participants and the community regarding progress toward planning goals and objectives should be regular, frequent, and easy to understand.
- Organizing the information you have collected during the evaluation is very important towards preparing a meaningful report.
- Building an outline of the report first will ensure you have included everything that is important and that you address as many questions as possible.
- Do not forget, a picture is often worth a thousand words, so use graphics whenever possible.
- Writing a meaningful report is one thing but making sure it accomplishes what you want it to do is equally important. Be sure to plan how to best use the results!!!

Now onwards, however, to help you get started you may want to re-visit that neat little *checklist* that we included in Chapter One to help you travel along the evaluation path. You can also find it by turning the next couple of pages and stopping at *Appendix 5.1 work schedule*. Read through the list carefully and all those things we talked about will probably slide back into your memory. Once you get your bearings then take a big breath and go for it! After all you are now about to become an evaluator --- good stuff!!

Selected References Relevant to This Chapter

- Hoover, L. (1998). **Police program evaluation.**

- Morris, S, et al. (1987). **How to communicate evaluation findings.**

Appendix 5.6 contains a listing of additional references.

Appendices

The following Appendices are:

☑ 5.1 **Example Work Schedule, Practice Forms, Surveys, & Checklists**

☑ 5.2 **Examples Depicting the Results**

☑ 5.3 **Glossary of Terms**

☑ 5.4 **Some Useful Evaluation References**

☑ 5.5 **Performance Indicators to Guide Crime Prevention Evaluation**

☑ 5.6 **List of Contributors**

Appendix 5.1

5.1 Example Forms and Surveys

Work Schedule

Having decided upon the approach you will take to the evaluation study, it is a good idea to develop a work schedule for your evaluation activities. The following work schedule form should be of assistance.

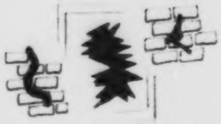
A work schedule will keep you on track.

Evaluation Work Schedule

Expected Completion Date

1. Chapter One: Clarify why the evaluation is needed ______________
2. Chapter One: Identify the focus of the evaluation ______________
3. Chapter Two: Specify the goals and objectives of the study ______________
4. Chapter Two: Identify the questions to be answered by the evaluation ______________
5. Chapter Two: Determine information requirements ______________
6. Chapter Two: Determine information sources ______________
7. Chapter Three: Select the evaluation approach ______________
8. Chapter Three: Select or develop appropriate data collection methods and instruments ______________
9. Chapter Three: Collect the data as planned ______________
10. Chapter Three: Analyze the data ______________
11. Chapter Four: Report the information orally to appropriate individuals ______________
12. Chapter Four: Write the final report ______________

Defining Your Program



Graffiti Removal Program

General Description:

The **"Graffiti Removal"** program is a popular crime and social disorder control/prevention initiative used by police departments to reduce the amount of graffiti, garbage, and disorder from large parking facilities, alleyways, and buildings such as those found attached to apartment and office buildings, shopping malls, sports complexes, schools, and community centres.

Objectives:

- ☑ Increase citizen's awareness of the long-term risk that social disorder and decay has on neighbourhood cohesion and can even reduce property values.
- ☑ Increase citizen's awareness that graffiti, garbage, broken windows, etc. are an invitation to criminal behaviour.
- ☑ Increase the number of neighbourhoods that implement a graffiti removal program.
- ☑ Reduce the number of calls to the police about graffiti, broken windows, etc. from areas affected by this problem.
- ☑ Increase inter-agency cooperation.

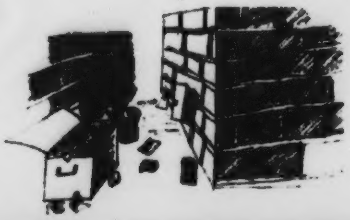
Program Activities:

- ☑ Look around your community. Do you see:
  - ☆Walls covered with graffiti?
  - ☆Broken street lights?
  - ☆Broken public telephones?
  - ☆Public restrooms with broken doors and graffiti?
  - ☆ Knocked-over trashcans or mailboxes?
  - ☆ Spray paint on stop signs?
  - ☆ Missing street and traffic signs?
- ☑ Educate the public, especially young people, about the costs of vandalism.
- ☑ Implement city/town by-law that requires businesses to remove graffiti.
- ☑ Clean up vandalism as soon as it happens (within 48 hours) -- replace signs, repair playground equipment, paint over graffiti.
- ☑ If you see anyone committing vandalism, report it to the police, school authorities, or someone who can take action.
- ☑ Encourage recreational programs for young people in your community, especially for those 'at risk' of getting involved with graffiti.

Expected Results:

- ☑ Reduction by 50% in the number of buildings affected by graffiti and garbage in X neighbourhood.
- ☑ An increased awareness of citizens who use facilities affected by the graffiti about the program.
- ☑ Increase the number of community agencies and businesses involved in graffiti removal programs by 85%.

The presence of graffiti in a neighbourhood can increase residents' fears of safety and even reduce property values. Its presence can also signify to criminals that residents, businesses, and other property owners do not care about their neighbourhood.



Lock It or Lose It Program

General Description:

The "**Lock it or Lose it**" program is a popular theft control and, therefore, crime prevention initiative used by police departments to reduce the stealing of goods from vehicles parked in large parking facilities, such as those found attached to apartment and office buildings, shopping malls, sports complexes, and community centres.

Objectives:

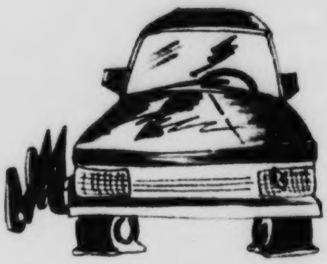
- ☑ Increase driver's awareness of the risk of theft when they leave their vehicle unattended in large parking lots with the windows open and/or a door unlocked.
- ☑ Increase driver's awareness that items and packages left visible in a parked vehicle are an invitation to having them stolen.
- ☑ Increase the number of vehicles that are locked with all loose items out of site.
- ☑ Reduce the number of calls to the police about theft from vehicle offences in large parking lots.

Program Activities:

- ☑ Visit the target parking facilities and determine the number of vehicles that are unlocked and/or have items in clear view.
- ☑ Check with the police statistics to determine the number of reported thefts from vehicles in the targeted parking lots.
- ☑ Design and print up windshield flyers informing drivers of the risk of theft from their vehicle when left unlocked and items visible in a large public parking lot.
- ☑ Have citizen volunteers distribute those flyers to every vehicle parked in a target location.
- ☑ Repeat the distribution blitz over several successive days and/or weekends.

Expected Results:

- ☑ Reduction by 50 % in the number of vehicles with unlocked doors and/or items in clear view in public parking facilities after the 'flyer campaign' is completed.
- ☑ Reduction by 60% in the number of reports to the police concerning a theft from a vehicle after the 'flyer campaign' is completed.
- ☑ A general awareness of citizens who use these parking facilities with the program.



Practice Forms

Program Logic

Inputs	Outputs – Efficiency	Outcomes – Results	Impacts – Effectiveness

Worksheet

Action Table – Your Program Management and Operation

[illegible]	[illegible]	Method	[illegible]
1. What were the original goals & objectives for the program?			
2. What activities are undertaken on a regular basis?			
3. What management hierarchy exists and is it functioning efficiently?			
4. Are the various program activities being carried out as planned and achieving their intended outcomes?			
5. Are the users participating in the program?			

Questionnaire

High School Survey Questionnaire on Crime and Crime Prevention

Date: ______________________________

Student Answering: ☐ Male ☐ Female **Grade:** ______________________

1. **I ____________ worry about crime in my school.**
☐ never ☐ sometimes –only a little ☐ quite often ☐ a lot

2. **Please ORDER the places in which you feel the safest. Put a "1" in front of the place your feel the safest, a "2" after the next safest place, a "3" after the third safest place, and a "4" next to the least safe place.**

____ at school ____ going/from school ____ at home ____ in your neighbourhood

Please indicate the name of your neighbourhood:

____

3. **In my school, crime is ____________.** ☐ not a problem ☐ somewhat serious ☐ not too serious ☐ very serous

4. **In my school, I feel __________ safe.** ☐ not very ☐ somewhat ☐ very

5. **I or someone I know was the victim of a crime (personal or property) at school sometime in the last year.**

☐ NO ☐ YES

6. **If I saw a crime taking place, I would ________ (check ONLY ONE).**

☐ call the police ☐ call a friend ☐ try to catch the person
☐ try to report anonymously ☐ mind my own business

7. **The three biggest crime problems that teens in my school face are ____________ (check ONLY THREE).**

☐ fighting among students
☐ students getting drunk or high
☐ vandalism of school property
☐ stealing from nearby stores
☐ stealing from lockers
☐ skipping school
☐ weapon use
☐ stealing from other areas
☐ students using drugs
☐ bullying to demand money/valuables
☐ harassment of students

☐ other (please name) ____

____

REAL GOOD
E.g.

High School Survey Questionnaire on Crime and Crime Prevention (continued)

8. Which of the following do you enjoy? (check ALL that apply)

☐ being friendly to people
☐ helping friends with problems
☐ working with little kids
☐ singing
☐ sports
☐ writing about teens
☐ writing plays, stories, poems
☐ being leader of a group
☐ making speeches
☐ other (please name) ____________________

____

9. What skills do you wish you knew or knew better? (check ALL that are appropriate)

☐ teaching
☐ performing
☐ peer counselling
☐ writing
☐ public speaking
☐ reading
☐ drug and alcohol prevention
☐ stopping fights safety
☐ other (please name) ____________________

____

10. To make school the best it can possibly be, what would you choose as the TWO MOST IMPORTANT things that need to be done?

☐ clean up the graffiti on the school building/walls/ lockers
☐ get drugs out of the school
☐ have a first rate sport team
☐ increase school pride
☐ make advanced subjects available in classes
☐ clean up garbage in the hallways, classrooms, school grounds
☐ repair broken windows, painting school walls
☐ produce a newspaper
☐ have more after school activities
☐ other (please name) ____________________

____

____

11. Any additional comments:

____

____

Thank You

Questionnaire

Sample Teacher Safety Survey Questionnaire

1. How many times since the beginning of this school year have the following happened to you personally in this school? *(Mark 0 if this did not happen to you this year).*

- ☆ **Damage to your personal property** ______ **times this school year**
- ☆ **Theft of your personal property** ______ **times this school year**
- ☆ **Was physically assaulted** ______ **times this school year**
- ☆ **Was verbally abused or sworn at** ______ **times this school year**
- ☆ **Felt physically threatened** ______ **times this school year**

2. How serious are the following problems in your school? *(Circle a number on the scale of 1 to 5).*

Problems	No Problem	Small Problem	Moderate Problem	Fairly BIG Problem	Very BIG Problem	Don't Know
School Vandalism	1	2	3	4	5	0
Graffitti on school walls/lockers/buildings	1	2	3	4	5	0
Physical attacks on teachers	1	2	3	4	5	0
Physical attacks on students	1	2	3	4	5	0
Violent incidents among students	1	2	3	4	5	0
Theft in schools	1	2	3	4	5	0
Gangs	1	2	3	4	5	0
Alcohol Use	1	2	3	4	5	0
Drug Use	1	2	3	4	5	0
Drug selling	1	2	3	4	5	0
Carrying weapons	1	2	3	4	5	0
Truancy	1	2	3	4	5	0
3. Is delinquency a problem in the neighbourhoods surrounding your school? (e.g. fights, theft, vandalism, graffiti, etc.)	1	2	3	4	5	0

REAL GOOD E.g.

Teacher Safety Survey Questionnaire continued

4. Compared to last year, would you say that crime in this school has increased, decreased, or remained about the same? *(Check only ONE).*

☐ Increased this year   ☐ Decreased this year   ☐ Remained about the same this year

5. Approximately how many times since the beginning of this school year have the following misbehaviours forced removal of a student from your classroom? (If none, please mark 0).

☆ _______ Verbal assaults on other students
☆ _______ Verbal assaults on the teacher
☆ _______ Physical assaults on other students
☆ _______ Physical assaults on the teacher
☆ _______ Writing on desks and classroom walls
☆ _______ Being high on drugs/alcohol
☆ _______ Bringing drugs/alcohol to school
☆ _______ Bringing a weapon to school
☆ _______ Physical demands on other students (e.g., bullying)

6. Any additional comments:

Thank You

Assessment Survey

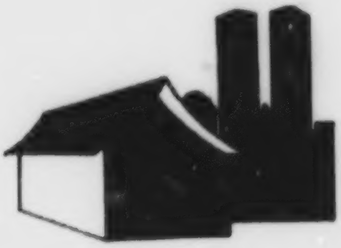
Home Security Check List

Use this tool as a guide as you check your home for safety measures. Boxes marked 'No' indicate the areas where you could take action to improve your home's security.

Exterior Doors	**No**	**Yes**
All doors are locked at night and every time we leave the house – even if it is just for a few minutes.		
Doors are solid hardwood or metal-clad.		
Doors feature wide-angle peepholes at heights everyone can use.		
If there are glass panels in or near the doors, they are reinforced in some way so that they cannot be shattered		
All entryways have a working, keyed entry lock and sturdy deadbolt lock installed into the frame of the door.		
Spare keys are kept with a trusted neighbour, not under a doormat or planter, on a ledge, or in a mailbox.		
Garage and Sliding Door Security		
The door leading from the attached garage to the house is solid wood or metal-clad and protected with a quality keyed door lock and deadbolt.		
The overhead garage door has a lock so that we do not have to rely solely on the automatic door opener to provide security.		
Garage doors are locked when leaving the house.		
The sliding door has a strong, working key lock.		
A dowel or a pin to secure a glass door has been installed to prevent the door from being shoved aside or lifted off the track.		
The sliding door is locked every night and each time we leave the house.		
Protecting Windows		
Every window in the house has a working key lock or is securely pinned.		
Windows are always locked, even when they are opened a few inches for ventilation.		
Outdoor Security		
Shrubs and bushes are trimmed so there is no place for someone to hide.		
There are no dark areas around the house, garage, or yard at night that would hide prowlers.		
Every outside door has a bright, working light to illuminate visitors.		
Outdoor lights are on in the evening –whether someone is home or not or a photocell or motion-sensitive lighting system has been installed.		
Our house number is clearly displayed so police and other emergency vehicles can find the house quickly.		

Home Security Check List continued		
Security When Away From Home	**No**	**Yes**
Mail and newspaper deliveries have been stopped or arrangements made for someone to pick them up while you are away.		
At least two light timers have been set up to turn lights on and off in a logical sequence, when you are away from home for an extended period of time.		
The motion detector or other motion alarm systems (if you have one) have been activated when we leave home.		
A neighbour / or someone has been hired to tend the yard while we are away.		
Outdoor Valuable and Personal Property		
Gate latches, garage doors, and shed doors are all locked with high-security, laminated padlocks.		
Gate latches, garage doors, and shed doors are locked after every use.		
Grills, lawn mowers, and other valuables are stored in a locked garage or shed, or if left out in the open, are hidden from view with a tarp and securely locked to a stationary point.		
Every bicycle is secured with a U-bar lock or quality padlock and chain.		
Bikes are always locked, even if we leave them for just a minute.		
Firearms are stored unloaded and locked in storage boxes and secured with trigger guard locks.		
Valuable items, such as television, stereos, DVD's, and computers have been inscribed with identifying numbers approved by the police.		
Our home inventory is up-to-date and includes pictures. A complete copy is kept somewhere out of the house (e.g., safety deposit box).		

Additional Comments:



Assessment Survey

School Security Check List

Is your school safe? Give your school a crime prevention inspection. The following check list is a guide to determine some of your school's strengths and weaknesses.

Organization	**NO**	**YES**
1. Is there a policy for dealing with violence and vandalism in your school?	___	___
2. Is there an incident reporting system?	___	___
3. Is there statistical information available as to the scope of the safety problems at your school?	___	___
4. Does security fit into the organization of the school?	___	___
5. Is there a working relationship with your local police agency?	___	___
6. Is there a policy as to restitution or prosecution of perpetrators of violence or vandalism?	___	___
7. Is there in-service training available for teachers in the area of violence and vandalism, and other required reporting procedures?	___	___
8. Is the staff trained in standard crime prevention behaviour?	___	___
9. There is no graffiti on the school buildings.	___	___

Safety		
1. Does the school have a litter prevention program?	___	___
2. Are there areas of the school where students feel apprehensive about their physical safety?	___	___
3. Fights and/or gangs activity are unusual occurrences.	___	___
4. Students can carry money without fear of physical harm or threats by other students.	___	___

Security System		
1. Have there been any security problems in the past year.	___	___
2. Are there any staff specifically assigned or trained in crime prevention awareness?	___	___
3. Do you have a policy for alarm response?	___	___
3b. Does everyone involved clearly understand their responsibilities?	___	___
4. Is the alarm connected to a police alarm?	___	___
5. Are valuable items of property identified?	___	___
6. Is there a policy for intruders, those who loiter or non-students on campus?	___	___
7. Is the school designed with crime prevention in mind (e.g., landscaping, fencing, parking and exterior lighting)?	___	___
8. Whenever possible, is vandal damage repaired immediately?	___	___
9. Do local police agencies help and advise on vandalism prevention?	___	___
10. Are school staff urged to cooperate with the police?	___	___
11. Is evening and week-end use of the school facilities encouraged?	___	___
12. Do police/security personnel monitor school facilities during school hours?	___	___
13. Do police/security personnel monitor school facilities after school hours?	___	___
14. Are local residents encouraged to report suspicious activity to school officials or the police?	___	___
15. Do students actively get involved in security/crime prevention efforts?	___	___

Surveys

Surveys of the public can provide valuable information to police managers and law enforcement policy makers. There are some types of information, such as citizen attitudes and the volume of unreported crime that cannot be gathered in any other way.

Citizen Attitudes

A telephone survey questionnaire covering *what police engaged in crime prevention often seek to learn from the community* are:

☆ What is the extent of residents' exposure to crime and perceptions of crime?
☆ What are local perceptions of community disorder and quality of life?
☆ What are local priorities for addressing neighbourhood conditions of disorder?
☆ How fearful are residents of being victimized?
☆ What self-protective steps have been taken by citizens?
☆ What is the extent and nature of police contact with residents?
☆ What are citizens' perceptions of police activities?
☆ How satisfied are citizens with police performance?
☆ What are public attitudes toward and knowledge of crime prevention programs?

The public judge police competence primarily in terms of the tangible things they can readily observe, not in terms of crime statistics.

Mastrofski (1999) identifies six characteristics that the *public associate with "good service" from their police*. These elements should be taken into account when developing crime prevention surveys as they show how well the police are providing services.

☐ **Reliability.** The public expect a degree of predictability in what the police do.

☐ **Responsive service.** The public want "client-centered" service.

☐ **Competence.** There is the expectation that the police know how to deal with the problem.

☐ **Proper manners.** Studies show that the most powerful predictors of citizen satisfaction with the police have more to do with HOW police treated the citizen, rather than what they accomplished.

☐ **Fairness.** The factor having the greatest impact on people's feelings about the law and legal authority was their perception of a fair *procedure*, an impact greater than that of a sense of favourableness or fairness of the outcome.

☐ **Attentiveness.** What appeals to the public about crime prevention is the promise that outreach programs will increase the public's access to the police.

A crude measure of attentiveness is the amount of time officers spend with citizens

Example Citizen Satisfaction Questionnaire or Personal Interview:

The Countsville Police Department would like to do a better job serving you and others. Please take a few minutes of your time to fill out this questionnaire. If you wish to make additional comments, feel free to do so on the back of this questionnaire.

Signed
Chief of Police

SURVEY SAYS

This survey/interview could be adapted and administered to *business owners*.

Also check out this website: www.ncpc.org/1smbus.htm

1. **Where were you when you made contact with the police?**
   - ☐ By telephone
   - ☐ At home
   - ☐ At the police station
   - ☐ In the street or a public place
   - ☐ Other (specify) ____________________

2. **How would you describe the main reason for your contact with the police?**
   - ☐ I was a victim of an offence
   - ☐ I got in touch to ask a question
   - ☐ I reported an offence
   - ☐ I got in touch to complain about something
   - ☐ I was a witness to an offence
   - ☐ I was asked for information to assist the police
   - ☐ Other (specify) ____________________

3. **How helpful was the person who initially dealt with your problem or concern?**
   - ☐ Not at all helpful
   - ☐ Somewhat helpful
   - ☐ Quite helpful
   - ☐ Very unhelpful
   - ☐ Can't remember? Don't know

4. **How long was it before you received a telephone call from a police officer?**
   - ☐ Less than 15 minutes
   - ☐ 30 minutes to 1 hour
   - ☐ More than 2 hours
   - ☐ 15 to 30 minutes
   - ☐ 1 to 2 hours
   - ☐ Never

5. **Were you satisfied with the time it took for an officer to call you on the telephone?**
   - ☐ Dissatisfied
   - ☐ Satisfied

6. **When you first contacted the police, how much interest did they show in what you had to say?**
   - ☐ No interest
   - ☐ A little interest
   - ☐ Some interest
   - ☐ A lot of interest
   - ☐ Can't remember? Don't know

7. **When you first contacted the police, what was the main thing you expected them to do?**
   - ☐ Send an officer
   - ☐ Record information or details
   - ☐ Catch the offender
   - ☐ Give advice or information
   - ☐ Solve the problem
   - ☐ Nothing
   - ☐ Other (specify) ____________________

8. What did the police actually do?
☐ Sent an officer
☐ Recorded information or details
☐ Caught the offender
☐ Gave advice or information
☐ Solved the problem
☐ Nothing
☐ Other (specify) ____

9. Thinking back to that first contact, how well would you say that your main expectations of the police were met?
☐ Not at all
☐ To a small extent
☐ To a large extent
☐ Entirely
☐ Can't remember/ Don't know

10. Since your initial contact with the police, have the police let you know what has happened?
☐ NO (GO to Q # 12)
☐ YES

11. If you answered 'YES' to # 10, how were you informed?
☐ Telephone
☐ In person
☐ Letter
☐ Other (specify) ______________________

12. If you answered 'NO' to # 10, do you think that the police should have kept you informed?
☐ NO
☐ YES

13. How would you describe the officer who mainly dealt with you?
☐ Very rude
☐ Somewhat rude
☐ Quite polite
☐ Very polite
☐ Can't remember/Don't know

14. At the time your contact with the police, how would you best describe how you were feeling?
☐ Upset
☐ Angry
☐ Frightened
☐ Okay – unaffected
☐ Other (specify) ____

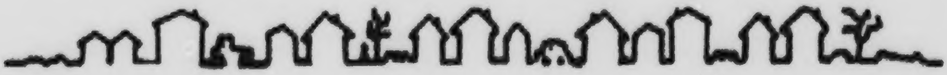
15. What do you think the police should do to improve their service to the community?
☐ Nothing, great the way it is
☐ Faster response by officers
☐ Have a more sympathetic manner
☐ Improve their attitude
☐ Faster telephone response
☐ Keep people informed
☐ Be more polite
☐ More efficient crime prevention
☐ Other (specify) ____________________________________

Victimization

The phenomenon of hidden crime is well documented and any measure that attempts to get at that figure can be considered as providing more accurate estimation of the actual crime problem.

For example, a ***personal crime*** could be defined as any offence, which results in some harm or threat to an individual's physical well being. If you are interested in collecting information about victims of personal crimes, you could ask the victims either by surveying or through personal interviews:

☐ Whether they had been a victim of a *personal crime*,
☐ The form of the violence, (e.g., psychological, sexual, physical, financial, or spiritual)
☐ The number of times personally victimized,
☐ The perpetrator – victim relationship,
☐ The setting the victimization occurred (e.g., house, apartments – one's own or someone else's; community – type of public space; workplace; or institution – school, hospital, etc.),
☐ Whether the police/victim services agency had been called, and
☐ Whether they were satisfied with the police service/victim service agency?
☐ Police service/victim service agency could be addressed by asking whether they used: (a) fair procedure, (b) attentiveness, and (c) proper manners.



These series of questions would then be repeated to ascertain if the respondent had been a victim of a ***property crime***.

If you are specifically interested in violence against women or victims of violence there is a myriad of information on this topic. To get you started we suggest that you check out the two following sources of information:

☆ The Canadian Panel on Violence Against Women. (1993). Changing the Landscape: Ending Violence ~ Achieving Equality. The Final Report. Ottawa, ON. Minister of Supply and Services.

☆ The Department of Justice Canada, Statistics Canada. The Violence Against Women Surveys (VAWS).

Check out our reference section, Appendix 5.4 for more references.

Example Victim Services Questionnaire

Name your Victim Service Agency ***is seeking feedback from Yoursville Police Department personnel regarding our current services and how we can be most helpful to police officers as we carry out our mandate to victims of crime and trauma.***

A. Of our five mandated services listed below how often would you utilize each of them for victims? [*Circle the number that applies*].

Mandated Services	**Never** **1**	**Rarely** **2**	**Often** **3**	**Always** **4**
1. Case update/information about investigation relayed communication centre.	1	2	3	4
2. Emotional support – in person attendance at incident scene.	1	2	3	4
3. Emotional support – via telephone, including follow up support calls.	1	2	3	4
4. Emotional support – at the Department/Detachment (appointment required).	1	2	3	4
5. Referrals to community agencies for counselling and support services.	1	2	3	4

B. Please list one additional service to assist victims that we could provide but do not presently offer.

____

____

C. For which type of incident would you most likely utilize Victim Services?
[Please check all that apply]

Property	**√**	**Person**	**√**	**Fatality**	**√**	**Specialized**	**√**
B/E		Assault		Suicide		Adult Sex Assault	
Theft		Robbery		Sudden Death		Child Sex Abuse	
Fraud		Threats		Fatal MVA		Domestic Abuse	
Mischief		Harassing calls		Homicide		Adult Survivor of Abuse	
Arson		Stalking		Other:		Children who witness violence	
Fire damage		Family Problem				Other:	
Vandalism		Other:					
Other:							

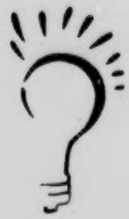
D. Which of the following circumstances is the most frequently occurring reason that prevents you from using Victim Services? [*Please √ only 1 answer]*

☐ Person(s) refuses Victim Services ☐ Time of DAY ☐ Response Time
☐ Ability of Victim Services to assist ☐ Availability of other appropriate resources
☐ Other [specify] ____

We appreciate all comments that will help us provide the most valuable service to you. Any additional comments may be written on the back. Thank you for you assistance!

Tally Sheet

Sample Survey Question Tally Sheet



Survey of *Numberville* **Neighourbood**
Survey conducted *10/10* **to** *1/12*, **20***00*, **Sample size** *350*
Tally for Survey Question *# 3*
Subject: *Awareness of crime prevention programs*

YES	NO	Don't Know	Refused to Answer
𝍸 𝍸 𝍸	𝍸 𝍸	𝍸 |||	𝍸 ||
𝍸 𝍸 𝍸	𝍸 𝍸	𝍸	
𝍸 𝍸	|		
Etc. 𝍸 ||	Etc.	Etc.	Etc.

Total YES	252	**% YES (of total)** 72.0 **(252/350)**		**% YES (yes/no)**	77.8
Total NO	72	**% NO (of total)** 20.6 **(72/350)**		**% NO (yes/no)**	22.2
Total Don't Know	11	**% DK (of total)** 3.1 **(11/350)**			
Total Refused	15	**% REF (of total)** 4.3 **(15/350)**		**Yes/No Total =**	
Grand Total	350	**Total %**	100%		324

For each survey question, tally the number of responses to each possible response (e.g., Yes, No, Don't Know, and Refused to Answer) and add up the total of responses for that question. If there are 350 responses to the question, then the percentage replying Yes is the number of 'Yes" answers divided by 350.

It is important to then add the number of responses that are only the YES and NO responses. If there are 324 Yes and No responses to the question, then the percentage replying Yes is the number of Yes answers divided by 324.

REAL GOOD
E.g.

Appendix 5.2

5.2 Examples Depicting the Results

MEASURING LEVELS of FEAR

Table One
Feel Safe When Walking Alone During The Night in Their Neighbourhood by Age and Gender

FEMALE

Safe at Night	Greater than 65 years	50 - 65	30 - 49	19 - 29	Less than 18	Row Count Percent
YES **Count** **Column %**	**7** **13%**	**8** **23%**	**24** **57%**	**10** **32%**	**0**	**49** **30%**
NO **Count** **Column %**	**47** **87%**	**27** **77%**	**18** **43%**	**21** **68%**	**1** **100%**	**114** **70%**
Column Count **TOTAL %**	**54** **33%**	**35** **22%**	**42** **26%**	**31** **19%**	**1** **0.6%**	**163** **100%**

- 70% of the female sample indicated that they did not feel safe when walking alone during the night in their own neighbourhood.
- Of the 54 females who were greater than 65 years, 87% indicated 'No' they did not feel safe when walking alone during the night in their own neighbourhood.

Table Two
Victim of a Personal Crime

Value Label	Count	Percent
Yes	24	9%
No	245	91%
Total	269	100%

Table Three
Were The Police Called

Value Label	Count	Percent
Y[illegible]	17	71%
N[illegible]	07	29%
To[illegible]	24	100%

Of the 24 individuals that were victimized, 17 had reported it to the police.

Table Four
Satisfied with the Police Service

Value Label	Count	Percent
[illegible]	11	65%
[illegible]	06	35%
[illegible]	17	100%

Of the 17 individuals that reported the incident to the police 11 were satisfied with the police service.

Appendix 5.2

5.2 Examples Depicting the Results

MEASURING LEVELS of FEAR

Table One
Feel Safe When Walking Alone During The Night in Their Neighbourhood by Age and Gender

FEMALE

Safe at Night	Greater than 65 years	50 - 65	30 – 49	19 – 29	Less than 18	Row Count Percent
YES **Count** **Column %**	7 13%	8 23%	24 57%	10 32%	0	49 30%
NO **Count** **Column %**	47 87%	27 77%	18 43%	21 68%	1 100%	114 70%
Column Count **TOTAL %**	54 33%	35 22%	42 26%	31 19%	1 0.6%	163 100%

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Of the 17 individuals that reported the incident to the police 11 were satisfied with the police service.

Measuring Awareness of Existing Crime Prevention Programs

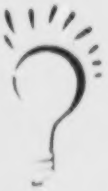

Table One
Ability to List Existing Crime Prevention Programs

Value Label	Count	Percent	Total
Neighbourhood Watch	166	61%	270
Block Parent	128	47%	270
School Program –DARE	45	17%	270
Seniors –fraud program	10	4%	270
Program C list	25	9%	270
Program D list	65	24%	270

- 61% of the sample was able to list Neighbourhood Watch (without prompting) as a crime prevention program in their neighbourhood.
- One could breakdown the responses by age.

Measuring Concerns About Safety

A survey can explore citizens *concerns* about safety (not to be confused with *fear* of crime which evolves an emotion) by asking whether they thought the crime rate has 'increased' 'remained the same', or 'decreased' in the past year. Concerns about safety rarely reflect the actual crime rate but rather, are related to an individual's own definition or perception of what concerned them as being safe or unsafe. In many respects, concerns of safety are expressions of the signs of incivility in an area, more than the actual occurrence of crime. Concerns about individual safety can lead to fear for ones well being.

Concerns About Safety

Value Label	Count	Percent
Increased	65	24%
Decreased	20	8%
Remained the Same	122	45%
Don't Know	63	23%
TOTAL	270	100%

Measuring Police Services

Police services can be explored by asking the respondent what they thought about the delivery of *specific* police services (e.g., fair procedure, attentiveness, reliability, competence, and proper manners) in their neighbourhood compared to other parts of the city.

Fair Procedure

Value Label	Count	Percent
Better Than	20	8%
The Same As	133	49%
Not as Good	38	14%
Don't Know	79	29%
TOTAL	270	100%

Of concern were the number of residents who were unable to decide. This suggests there is room for the police to raise their profile in the eyes of the citizen.

Police competence can be explored by asking the respondent 'Do police do a good job in solving *specific* crimes (e.g., auto thefts, B &E's) in their neighbourhood'.

Auto Thefts

Value Label	Count	Percent
Yes	129	48%
No	34	13%
Don't Know	107	40%
TOTAL	270	100%

The high 'don't know' response suggests again the police could do better marketing to increase their profile in the community.

To assess perceptions of police service you could ask the respondent 'How would you rate the officer on the following factors?' (*Select the number that best rates your opinion for each of the following five factors. 1=poor; 2= fair; 3= average; 4 = good; or 5 = excellent*). The following table shows how to display these results.

Police Service	**Poor 1**	**Fair 2**	**Average 3**	**Good 4**	**Excellent 5**
Value Label	**Percent 1**	**Percent 2**	**Percent 3**	**Percent 4**	**Percent 5**
Concern	0	5.1%	11.4%	35.4%	48.1%
Helpfulness	1.4%	1.4%	11.1%	37.5%	48.6%
Proper Manners	4.3%	6.4%	17.0%	27.7%	44.7%
Fairness	6.8%	1.7%	13.6%	32.2%	45.8%
Attentiveness	1.8%	1.8%	15.8%	31.6%	49.1%

☐ 83.5% of the sample rated the officer showed *concern* as evidenced by the 'good' and 'excellent' comments.

In this case the ratings were okay. However if the opposite were true then you would comment on the lower percentages.

☐ this would be repeated for each factor.

For example, you would want to know why 7% of your sample indicated 'poor' for police officer fairness.

Measuring Awareness of Existing Crime Prevention Programs

Table One
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Value Label	Count	Percent	Total
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Program D list	65	24%	270

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Police services can be explored by asking the respondent what they thought about the delivery of *specific* police services (e.g., fair procedure, attentiveness, reliability, competence, and proper manners) in their neighbourhood compared to other parts of the city.

Fair Procedure

Value Label	Count	Percent
[illegible]	20	8%
[illegible]	133	49%
[illegible]	38	14%
[illegible]	79	29%
[illegible]	270	100%

Of concern were the number of residents who were unable to decide. This suggests there is room for the police to raise their profile in the eyes of the citizen.

Police competence can be explored by asking the respondent 'Do police do a good job in solving *specific* crimes (e.g., auto thefts, B &E's) in their neighbourhood'.

Auto Thefts

Value Label	Count	Percent
[illegible]	129	48%
[illegible]	34	13%
[illegible]	107	40%
TOTAL	270	100%

The high 'don't know' response suggests again the police could do better marketing to increase their profile in the community.

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Police Service	**Poor 1**	**Fair 2**	**Average 3**	**Good 4**	**Excellent 5**
Value Label	Percent 1	Percent 2	Percent 3	Percent 4	Percent 5
[illegible]	0	5.1%	11.4%	35.4%	48.1%
[illegible]	1.4%	1.4%	11.1%	37.5%	48.6%
[illegible]	4.3%	6.4%	17.0%	27.7%	44.7%
[illegible]	6.8%	1.7%	13.6%	32.2%	45.8%
[illegible]	1.8%	1.8%	15.8%	31.6%	49.1%

☐ 83.5% of the sample rated the officer showed *concern* as evidenced by the 'good' and 'excellent' comments.

In this case the ratings were okay. However if the opposite were true then you would comment on the lower percentages.

☐ this would be repeated for each factor.

For example, you would want to know why 7% of your sample indicated 'poor' for police officer fairness.

Measuring Demographic Information

When conducting any surveys it is important to establish some background information about the respondents. This is usually done by asking some demographic information such as age, gender, live alone or with others, occupation, income, or educational attainment.

Table One
Age Ranges

Value Label	Count	Percent
Greater than 65	75	28%
50 to 65	54	20%
30 to 49	84	31%
19 TO 29	55	20%
Less than 18	0	0%
No Response	2	1%
TOTAL	270	100%

Table Two
Live Alone or With Others

Value Label	Count	Percent
Alone	61	23%
With Others	204	76%
No Response	5	1%
TOTAL	270	100%

Table Three
Current Occupation

Value Label	Count	Percent
Retired	83	31%
Student	17	6%
Homemaker	24	9%
Employed	114	42%
Not employed	13	5%
Self employed	4	2%
Combination of the above	13	4%
No Response	2	1%
TOTAL	270	100%

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When conducting any surveys it is important to establish some background information about the respondents. This is usually done by asking some demographic information such as age, gender, live alone or with others, occupation, income, or educational attainment.

Table One
Age Ranges

Value Label	Count	Percent
[redacted]	75	28%
[redacted]	54	20%
[redacted]	84	31%
[redacted]	55	20%
[redacted]	0	0%
[redacted]	2	1%
[redacted]	270	100%

Table Two
Live Alone or With Others

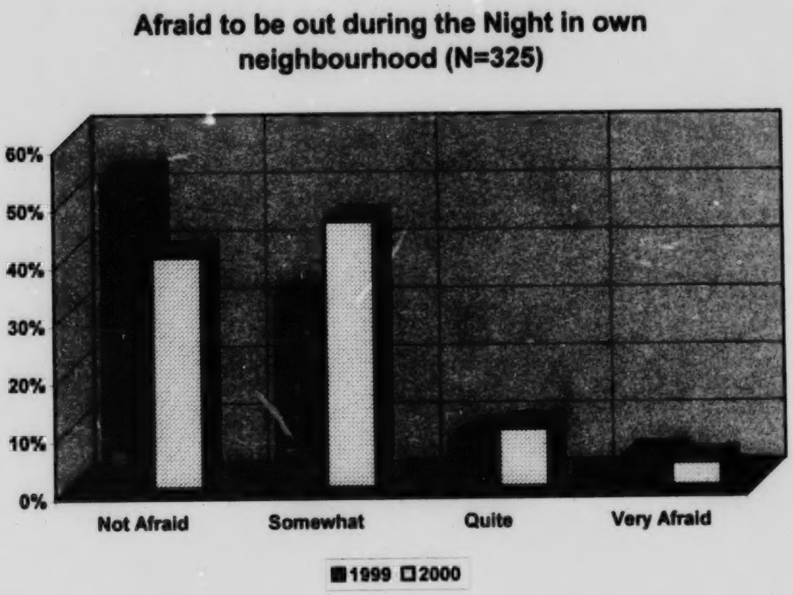
Value Label	Count	Percent
[redacted]	61	23%
[redacted]	204	76%
[redacted]	5	1%
[redacted]	270	100%

Table Three
Current Occupation

Value Label	Count	Percent
[redacted]	83	31%
[redacted]	17	6%
[redacted]	24	9%
[redacted]	114	42%
[redacted]	13	5%
[redacted]	4	2%
[redacted]	13	4%
[redacted]	2	1%
[redacted]	270	100%

MEASURING LEVELS of FEAR

Figure One


Afraid to be out during the Night in own neighbourhood (N=325)

Let's say that the same people were surveyed in 1999 and again in 2000, a **Bar graph** is useful to show the results. As shown in Figure One perceptions of a lack of personal safety (feeling afraid) increased over time. A percentage decrease of those 'not being afraid' occurred between 1999 and 2000 while those indicating 'somewhat' and 'quite' afraid increased during the same time period. The results suggest that perceptions of safety may be decaying within the neighbourhood and people are more afraid.

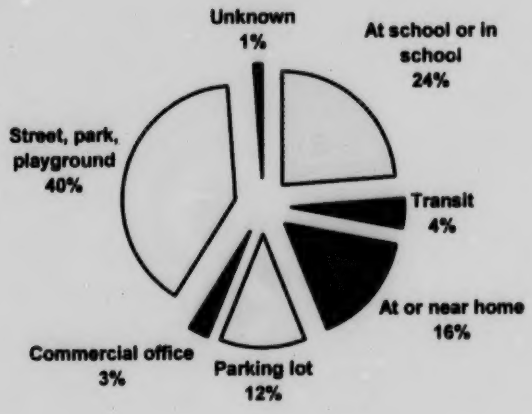
A note of caution: Don't bury your readers in tables, charts and graphs ***along with*** text. Make these aids work for you and add to your story. So keep the dialogue brief.

In Figure Two, a **Pie graph** is useful to show the survey results of what teens indicated were the places that violent crimes most occur from their experience and that of their friends.

In Figure Three, a **Line graph** can be helpful in highlighting trends when several data points are involved. Viewing data as proportions can help make relationships more obvious. For example, one could plot variations in data over time (such as various levels of fear of crime over three years as measured by specific survey questions); or as shown in figure three, two groups examining school crime issues found that the problems as students saw them were significantly different from the problems the teachers perceived.

Figure Two

Where Violent Crimes Against Teens Occur



Comparisons of Teacher and Student Perceptions of School Crime as a 'BIG' Problem

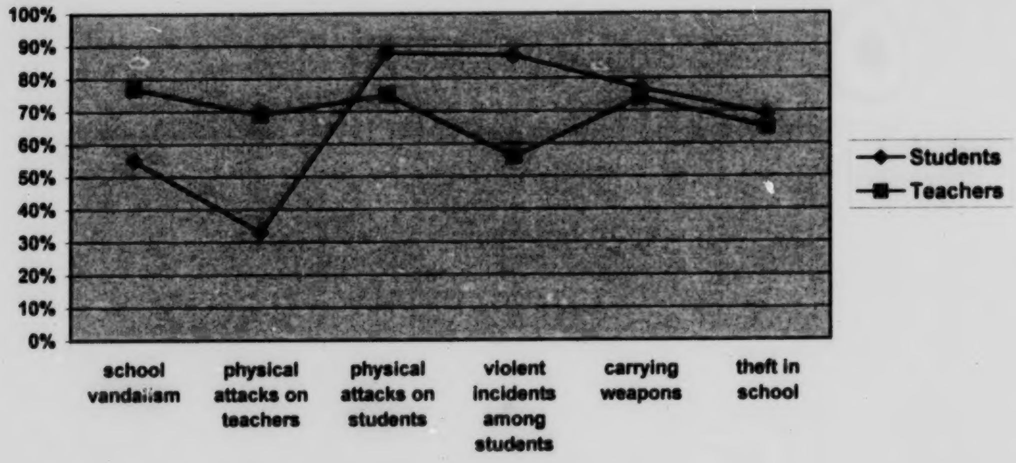


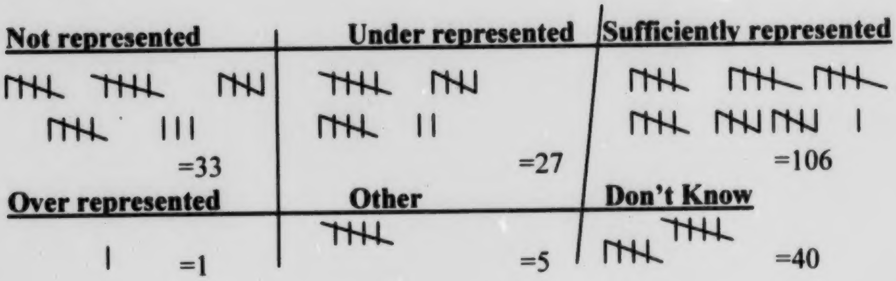
Figure Three

More Examples of Steps in Displaying DATA

1. **Survey Question:** "Do you feel that ethnic minorities as volunteers in your community police station are ______________ represented?" *[check only ONE box]*

   - ☐ Not represented
   - ☐ Under represented
   - ☐ Sufficiently represented
   - ☐ Over represented
   - ☐ Other (explain): ____
   - ☐ Don't Know

2. **Tally**


Not represented
=33
Under represented
=27
Sufficiently represented
=106
Over represented
=1
Other
=5
Don't Know
=40

3. **Table Format**

Representation of Ethnic Minorities

Value Label	Count	Percent
Not represented	33	15.6%
Under represented	27	12.7%
Sufficiently represented	106	50.0%
Over represented	1	0.5%
Other	5	2.4%
Don't Know	40	18.9%
TOTAL	212	100%

Value Label	Count	Percent
Not represented	33	19.2%
Under represented	27	15.7%
Sufficiently represented	106	61.6%
Over represented	1	0.6%
Other	5	2.9%
TOTAL	172	100%

In this table the 'don't know' responses were removed. Note how this affects the percentages.

More Examples of Steps in Displaying DATA

1. **Survey Question:** "Do you feel that ethnic minorities as volunteers in your community police station are ____________ represented?" *[check only ONE box]*

   - ☐ Not represented
   - ☐ Under represented
   - ☐ Sufficiently represented
   - ☐ Over represented
   - ☐ Other (explain): ______________________________
   - ☐ Don't Know

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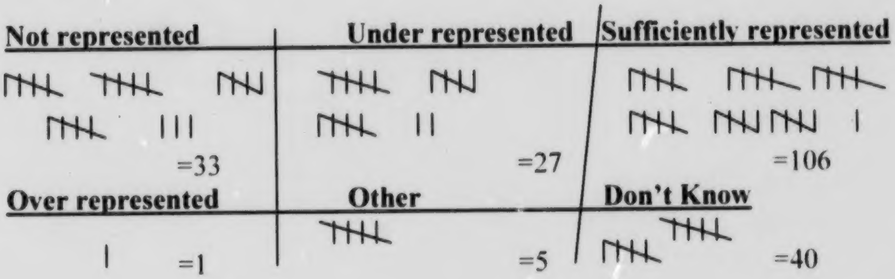
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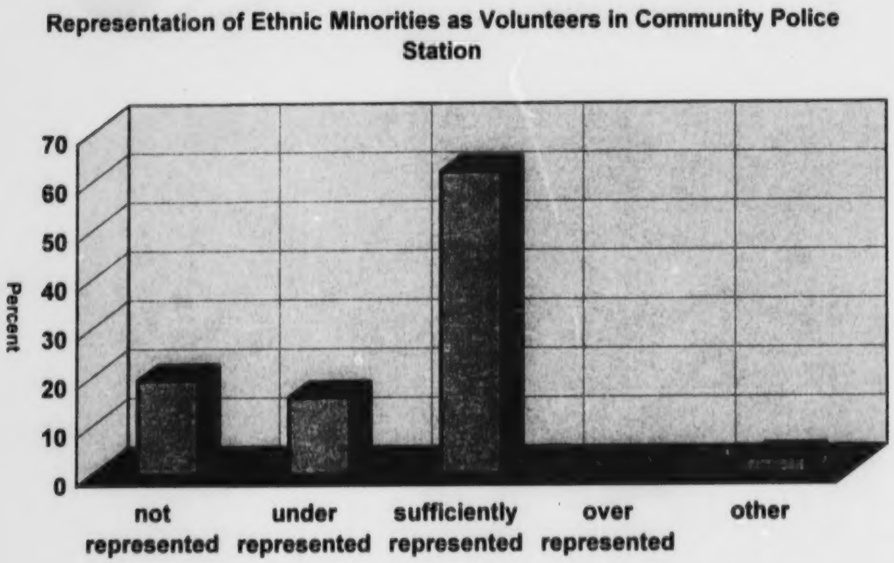
4. Graph Format



Appendix 5.3

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5.3 Glossary of Terms

A

Activities
Services or functions carried out by a program (i.e., what the program does). For example, treatment programs may screen clients at intake, complete placement assessments, and provide counseling to clients, etc.

Analysis
A systematic approach to problem solving. Complex problems are made simpler by separating them into more understandable elements. This involves the identification of purposes and facts, the statement of defensible assumptions, and the formulation of conclusions.

Anonymity
Total secrecy. In research this involves total lack of identification of the research subjects, or factors which may lead to the identification of individual research subjects.

Attitude Surveys
Data collection techniques designed to collect standard information from a large number of clients concerning their attitudes or feelings. These typically refer to questionnaires or interviews. For example, a questionnaire may be mailed to residents in a community to assess how "Safe" they feel in their neighbourhood.

B

Baseline Data
Initial information on a program or program components collected prior to receipt of services or participation activities. Baseline data are often gathered through intake interviews and observations and are used later for comparing measures that determine changes in a program.

Benchmarks
Measuring progress towards a goal, taken at the beginning and at intervals prior to the program's completion or the anticipated attainment of the final goal. For example, semi-annual measures of grade-level performance taken prior to completion of a remedial education program.

Benchmarking
Measuring progress toward a goal at intervals prior to the anticipated attainment of the goal. FOR EXAMPLE, measuring and tracking grade-level performance of students in a remedial program at intervals prior to completion of the program.

Bias
The extent to which a measurement, sampling, or analytic method systematically underestimates or overestimates the true value of an attribute. For example, words, sentences, attitudes, and mannerisms may unfairly influence a respondent's answer to a

question. Bias in questionnaire data can stem from a variety of other factors, including choice of words, sentence structure, and the sequence of questions.

Biased Sample

A sample that is not representative of the population to which generalizations are to be made. FOR EXAMPLE, a group of band students would not be representative of all students at the middle school, and thus would constitute a biased sample if the intent was to generalize to all middle school students.

C

Case

A single person, thing, or event for which attributes have been or will be observed. For example, a case would be one student if the sample to be studied were 250 high school students.

Closed Question

A question with more than one possible answer from which one or more answers must be selected. For example, the following is a closed question:

Sex: (1) Male (2) Female.

The following is not a closed question:

What is your political affiliation?

Confidentiality

Privileged information. In research this involves not revealing the identity of research subjects, or factors, which may lead to the identification of individual research subjects.

Confidentiality Form

A written form that assures evaluation participants that information they provide will not be openly disclosed nor associated with them by name. Since an evaluation may entail exchanging or gathering privileged or sensitive information about residents or other individuals, a confidentiality form ensures that the participants' privacy will be maintained.

Control Group

A group of individuals whose characteristics are similar to those of the program participants but who do not receive the program services, products, or activities being evaluated. Participants are randomly assigned to either the experimental group (those receiving program services) or the control group. For example, students who had taken the DARE program would be assigned to the experimental group and those who are not would be assigned to the control group.

Control Variable

A variable that is held constant or whose impact is removed in order to analyze the relationship between other variables without interference, or within subgroups of the control variables. For example, if the relationship between age and frequency of delinquent activity is first investigated for male students, and then separately investigated for female students, then gender has been used as a control variable.

Crime Displacement

The relocation of offenders and their activities, often after the implementation of a successful crime prevention program. Crime displacement can take one of five possible forms: (1) geographic (from one area to another); (2) temporal (changing the time of the commission of the offence); (3) tactical (changing the mode of operation of the offence); (4) target (selection of other victims, places or objects); and (5) functional (reorientation of the offence due to technological changes–i.e., from telephone to Internet).

D

Data Analysis

The processes of systematically applying statistical and logical techniques to describe, summarize, and compare data.

Data Collection Instrument

A form or set of forms used to collect information for an evaluation. Forms may include interview instruments, intake forms, case logs, and attendance records. They may be developed specifically for an evaluation or modified from existing instruments.

Demographic Question

A question used in compiling vital background and social statistics. For example: age, marital status, or size of household.

E

Effectiveness

The ability to achieve the program's stated goals or objectives, judged in terms of both outcomes and impact.

Efficiency

The degree to which the outputs are achieved in terms of productivity (the amount of effort, or activity generated) and input (resources allocated). For example, the number of Block Parent meetings held, the frequency, and the attendance.

Evaluation

Evaluation has several distinguishing characteristics relating to focus, methodology, and function. Evaluation: (1) assesses the effectiveness of an ongoing program in achieving its objectives; (2) relies on the standards of project design to distinguish a program's effects from those of other forces; and (3) aims at program improvement through modification of current operations.

Experimental Group

A group of individuals participating in the program activities or receiving the program services being evaluated or studied. Experimental groups (also known as treatment groups) are usually compared to a control or comparison group. For example, students receiving the DARE program would be compared to those students not receiving the program for knowledge about drugs, behavioral and attitudinal change.

F

Feasibility Study
A study of the applicability or practicability of a proposed action or plan.

Focus Group
A group of 7 to 10 people convened for the purpose of obtaining perceptions or opinions, or suggesting ideas. A focus group is a method of *collecting information* for the evaluation process. It is not to be confused with a discussion group that tends to be more result or problem solving in function.

Formative Evaluation
A type of process evaluation of new programs or services that focus on collecting data on program operations so that needed changes or modifications can be made to the program in the early stages. Formative evaluations are used to provide feedback to staff about the program components that are working and those that need to be changed.

Frequency Distribution
A distribution of the count of cases corresponding to the attributes of an observed variable. For example, a frequency distribution of citizens of 100 may indicate that 60 were satisfied with police service and 40 were not.

G

Goal
A desired state of affairs that outlines the ultimate purpose of a program. This is the end toward which program efforts are directed. For example, the goal of many criminal justice programs is a reduction in criminal activity.

H

Hawthorne Effect
A tendency of research subjects to act atypically as a result of their awareness of being studied, as opposed to any actual treatment that has occurred. For example, if a school principal observes a classroom of students reacting politely and enthusiastically to a new student teacher, such behaviour could be a result of the principal's presence in the classroom, as opposed to the quality of the student teacher.

I

Impact
The ultimate effect of the program on the problem or condition that the program or activity was supposed to do something about. For example, a 10% reduction in drug activity in a neighbourhood due to citizen's active involvement in a neighbourhood watch program.

Impact Evaluation
A type of evaluation that focuses on the broad, long-term outcomes (results) or impacts of program activities. For example, an impact evaluation could show that a decrease in school violence is the direct result of a school-based liaison program designed to provide community policing.

Incivility
Minor forms of disrespect and irreverence, whose frequent occurrences make life in society unpleasant.

Input
Organizational units, people, dollars, and other resources actually devoted to the particular program or activity.

L

Likert Scale
A type of composite measure using standardized response categories in survey questionnaires. Typically a range of questions using response categories such as strongly agree, agree, disagree, and strongly disagree are utilized to construct a composite measure.

M

Mean
The arithmetic average.

Mode
The value of a variable that occurs most frequently. For example, out of a sample of 100, the most frequent score for males is 30 and 70 for females.

O

Objective
Specific results or effects of a program's activities that must be achieved in pursuing the program's ultimate goals. For example, a treatment program may expect to change offender attitudes (objective) in order to ultimately reduce recidivism (goal).

Open-ended Interview
An interview in which, after an initial or lead question, subsequent questions are determined by topics brought up by the person being interviewed; the concerns discussed, their sequence, and specific information obtained are not predetermined and the discussion is unconstrained, able to move in unexpected directions.

Open-ended Question
A question that does not have a set of possible answers from which to make a selection but permits the respondent to answer in essay form. On a questionnaire, the respondent would write an essay or short answer or fill in a blank. During an interview, the respondent would give the interviewer an unstructured, narrative answer. The interviewer would record the response verbatim or select salient features. If a structured interview were used, a question might appear to be open-ended to the interviewee but could be "closed down" by the interviewer, who would have a set of alternative answers to check.

Outcome Evaluation
An evaluation used by management to identify the results of a program's effort. It seeks to answer management's question, "What difference did the program make?" It provides management with a statement about the net effects of a program after a specified period of operation. This type of evaluation provides management with knowledge about: (1) the extent to which the problems and needs that gave rise to the program still exist, (2) ways to ameliorate adverse impacts and enhance desirable impacts, and (3) program design adjustments that may be indicated for the future.

Outcome

The results of program operations or activities. For example, anticipated outcomes of DARE programs may include increased knowledge about drugs and alcohol, and changed attitudes about drugs and alcohol. The impact would be reduced involvement with drugs and alcohol.

P

Performance Evaluation

An evaluation that compares actual performance with that planned in terms of both resource utilization and production. It is used by management to redirect program efforts and resources and to redesign the program structure.

Performance Indicator

A performance indicator is a pointer, it suggests a line for further investigation, it is not a direct measure.

Performance Measures

Ways to objectively measure the degree of success a program has had in achieving its stated objectives, goals, and planned program activities. For example, number of clients served, attitude change, and police commitment to crime prevention may all be performance measures.

Pilot

A pretest or trial run of a program, evaluation instrument, or sampling procedure for the purpose of correcting any problems before it is implemented or used on a larger scale.

Pilot Test

Preliminary test or study of the program or evaluation activities to try out procedures and make any needed changes or adjustments. FOR EXAMPLE, an agency may pilot test new data collection instruments that were developed for the evaluation.

Population

The total number of individuals or objects being analyzed or evaluated.

Posttest

A test or measurement taken after services or activities have ended. It is compared with the results of a pretest to show evidence of the effects or changes resulting from the services or activities being evaluated.

Pretest

A test or measurement taken before services or activities begin. It is compared with the results of a posttest to show evidence of the effects of the services or activities being evaluated. A pretest can be used to obtain baseline data.

Process Evaluation

Process evaluation (or operational review) focuses on how a program was implemented and operates. It identifies the procedures undertaken and the decisions made in developing the program. It describes how the program operates, the services it delivers, and the functions it carries out. Like monitoring evaluation, process evaluation addresses whether the program was implemented and is providing services as intended. However, by additionally documenting the program's development and operation, it allows an assessment of the reasons for successful or unsuccessful performance, and provides information for potential replication.

Program Logic Model
A flowchart or model which identifies the objectives and goals of a program, as well as their relationship to program activities intended to achieve these outcomes.

Q

Qualitative Data
Information that is difficult to measure, count, or express in numerical terms. For example, how safe a resident feels in his or her apartment is qualitative data.

Quantitative Data
Information that can be expressed in numerical terms, counted, or compared on a scale. For example, the number of drug presentations conducted by the school-liaison officer in a month.

Questionnaire
A printed form containing a set of questions for gathering information.

R

Random Assignment
The assignment of individuals in the pool of all potential participants to either the experimental (treatment) group or the control group in such a manner that their assignment to a group is determined entirely by chance.

Reliability
The extent to which a measurement instrument yields consistent, stable, and uniform results over repeated observations or measurements under the same conditions each time. For example, a scale is unreliable if it weighs a child three times in three minutes and gets three different weights.

Representative Sample
A sample that has approximately the same distribution of characteristics as the population from which it was drawn.

Research Design
A plan of what data to gather, from whom, how and when to collect the data, and how to analyze the data obtained.

Response Rate
The percentage of persons in a sample who respond to a survey.

S

Sample
A subset of the population. Elements are selected intentionally as a representation of the population being studied.

Stratified Random Sampling
A sampling procedure for which the population is first divided into strata or subgroups based on designated criteria and then the sample is drawn, either proportionately or disproportionately, from each subgroup.

Summative Evaluation
A type of outcome evaluation that assesses the results or outcomes of a program. This type of evaluation is concerned with a program's overall effectiveness.

Surveys
Data collection techniques designed to collect standard information from a large number of subjects. Surveys may include polls, mailed questionnaires, telephone interviews, or face-to-face interviews.

T

Target Population
The population, clients, or subjects intended to be identified and served by the program. For example, a boot camp program may identify, as its target population, 18-20 year old first-time violent offenders.

Test-retest
Administration of the same test instrument twice to the same population for the purpose of assuring consistency of measurement.

Treatment Group
The subjects of the intervention being studied.

Trend
The change in a series of data over a period of years that remains after the data have been adjusted to remove seasonal and cyclical fluctuations.

Triangulation
The combination of methodologies in the study of the same phenomenon or construct; a method of establishing the accuracy of information by comparing three or more types of independent points of view on data sources (for example, interviews, observation, and documentation; different times) bearing on the same findings.

U

Uniform Crime Reports
Standard information maintained by the Department of Justice on crime statistics as reported by participating police departments. The UCR includes the number of offenses reported and arrests made for major categories of crime.

Unit of Analysis
The class of elemental units that constitute the population and the units selected for measurement; also, the class of elemental units to which the measurements are generalized.

Unobtrusive Measures
Any method of data collection in which the subjects are not aware that they are being studied. For example, physical traces, observation, analysis of existing data, and archives.

V

Validity

The extent to which a measurement instrument or test accurately measures what it is supposed to measure. For example, a reading test is a valid measure of reading skills, but it is not a valid measure of total language competency.

REAL GOOD
E.g.

Selected Reference

Internet:
www.bja.evaluationwebsite.org
(Bureau of Justice Assistance,
Washington, DC)

Appendix 5.4

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- National Crime Prevention Centre, Canada
  http://www.crime-prevention.org/
- National Crime Prevention Council, Washington, DC.
  http://www.ncpc.org/
- National Criminal Justice Reference Service, US.
  http://www.ncjrs.org/
- Office of Juvenile Justice and Delinquency Prevention, US.
  http://ojjdp.ncjrs.org/
- Police executive Research Forum, US.
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Appendix 5.5

5.5 Performance Indicators to Guide Crime Prevention Evaluation

The Police have a key part to play in securing a safe and just society. Their aims are of considerable concern to us all, especially as they come under pressure to operate more efficiently and effectively. Therefore, it is important to know what the police are doing, in partnership with others, to *deliver services* that achieve those aims, and then assess how well they are doing it.

Community policing is *full-service policing*. It embraces a number of ambitious goals: reducing crime and disorder, calming fears about the threats to public safety, and reducing the public's alienation from social institutions, such as the police. Visionaries believe it is a way of more effectively delivering all of the services citizens need from police.

The intensive focus on numbers of crimes and arrests may lead police agencies to lose sight of other important goals such as equity, fairness, or a spectrum of community concerns that Mastrofski (1999:1) "Policing for People".

Community policing is hampered however, by the tools police currently use to measure crime and police performance. There is a gap between the current ways police organizations measure productivity and the kinds of help communities really want from their police. Levels of fear and disorder, evidence of mounting community tension, and, most importantly, information about the specific sources of such difficulties and the police response to them go officially uncounted.

Most citizens today not only expect but also often demand that their police respond quickly to calls for service. As a result, this has been one of the traditional measures used to assess police performance. Over the last fifteen years, however, there has been a gradual restructuring of police priorities to include more proactive or preventive strategies in the police practice of crime control. Furthermore, most performance indicators and evaluations currently used by police agencies emphasize only the crime control aspects of policing, typically consisting of compliance audits, statistical comparisons, or descriptive summaries of events, which still do not reflect all the work officers do.

Kelling (1992) writes: "Can we quantify the soft indicators that really matter to communities? Or are we doomed, like the man who lost his keys in the alley but searches for them under the street light, to keep looking in the wrong place because it is too hard to turn our attention where it belongs?"

We must develop new measures of performance. Measures more in line with what communities really need and want. Therefore, the following discussion does not dwell on whether performance indicators are desirable or undesirable per se. Instead, it takes the use of performance indicators (PIs) as a given, and considers its relationship to crime prevention effectiveness.

In thinking about what PIs to use in evaluating crime prevention programs, it is important to be clear about what they can and cannot do. *Performance indicators do not directly measure quality of performance but should relate to the intended outcomes of a program.*

When developing *crime prevention performance indicators*, it will be important to also use more unobtrusive measures (e.g., an observed increase in people using public spaces that were previously avoided because they were viewed as dangerous, or the removal of graffiti and garbage) compared to simply using the more traditional approaches, such as surveying. This type of measure also has the advantage of reflecting behaviour rather than attitudes; therefore, it is a better measure of the state of fear in a neighbourhood or community.

It is clear from both the literature review and the summaries of the various police, expert, community, and business group interviews that we live in a world where both traditional (e.g., crime rates, calls for service, levels of fear of crime) and non-traditional indicators (e.g., increased public activity in areas that generated avoidance before, less graffiti) can be used to assess achievement. What becomes of concern is whether the various indicators are truly representative of what is being measured and can be collected in a relatively simple and cost-efficient manner.

We were faced with the challenge of drawing from this myriad of research findings, beliefs, practices, ideas, and observations those performance indicators that have the most pragmatic value when it comes to evaluating crime prevention programs. Furthermore, the tool kit must factor in a number of basic issues if it is expected to be of value to those groups employing it. For example:

1. It must recognize that a meaningful evaluation is not an *afterthought* -- something that can be put in place well after a program is up and running.
2. The choice of performance indicators must be reflective of the various activities taking place within the program.
3. As much as possible, each PI must not be impacted by variables other than the one being measured, thereby ensuring the validity of the findings. For example, crime rates are never accurate measures of a crime prevention program's achievement since numerous variables can play a role in explaining why crime rates increase or decrease.
4. Data collection methods must be seen as both easy to implement and both cost and time efficient. Since community volunteer groups and front line police officers will use the tool kit, for the most part, simplicity is paramount to maximize their interest and participation.
5. Any program being considered for evaluation must have in place a clear set of goals and objectives against which outputs and impacts can be measured. Unless you clearly state what it is your program is intending to do; using what methods; and hopefully generating what results --- any evaluation process, simple or complex, will have little opportunity to do what it is designed to do.

What was clear from the findings?

Each PI identified was rated against the factors listed above along with its relevance to the variety of crime prevention programs most commonly found across Canadian communities.

The end result is a shortlist of PIs that in our opinion and the project authority (Ottawa Police Service):

- reflect the structure and/or activities of an average community crime prevention program;
- can be measured using readily identified activities;
- can be measured with a reasonable, but limited, level of effort and cost;
- do not require extensive analysis to draw conclusions that represent the outputs and/or impacts of the program; and
- appear to be reasonably reliable when it comes to their application across different programs in different communities with different forms of program delivery.

Crime prevention programs really exist at two levels. First is the infra-structure of the program, which takes into consideration such things as paid and volunteer staff, police officer secondments, advisory groups or boards of directors, equipment, work space, and training seminars, **and** secondly, the operational-structure represented by the various activities and events that make up what the program was set up to do. As such, we were able to isolate from our various research findings specific performance indicators at both levels. Indicators that we believe need to be considered when attempting to evaluate a community/police led crime prevention initiative.

Infrastructure Performance Indicators

1. Police Commitment

The success of a crime prevention program is very much influenced by the extent to which the local police service has committed resources to the operation of the program. Both the literature review and various interviews across all four groups (experts, police, business, and community) confirmed this. The assignment of staff on a permanent basis to crime prevention activities was a good indicator that the department was committed to the success of working with the community to solve problems. This commitment can be measured in several ways, including: number of resources assigned; hours of police officer involvement; financial resources put into the program by the department; level of community involvement in police decision making; and through the measure of overall citizen satisfaction with police involvement.

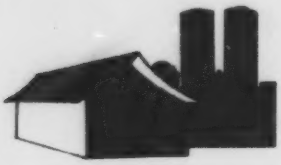
The public judge police competence primarily in terms of the tangible things they can readily observe, not in terms of crime statistics.

In addition, Mastrofski (1999) identifies six characteristics (e.g., attentiveness, reliability, responsive service, competence, proper manners, and fairness) that the public associate with "good service" from their police. These elements should also be taken into account when developing performance indicators for evaluating crime prevention programs/initiatives as they show how well the police are providing services.

A crude measure of attentiveness is the amount of time officers spend with citizens.

2. Community Participation

The degree and level of community participation in a crime prevention program was seen as clear evidence of the potential success of a program. The greater the number of community participants, along with a significant time commitment, the more potential for the program to achieve its goals. The number of people involved and the extent of their involvement measured in time were frequently cited as the best means for measuring performance in this area.



3. Community Awareness

A rather indirect way to measure program success is the extent to which the community at large is aware of its existence. Such knowledge, however, is more a reflection of how the program is structured and subsequently delivered rather than of direct crime prevention activity. As such, we have chosen to list it in the infrastructure category.

A really good example of one of the limitations of the Victoria Community Police Station (CoPS) Program, found during its three-year evaluation, was the clear lack of awareness about the local CoPS program when the citizen lived more than 10 blocks away from the actual station location. This was further confirmed by the fact that citizens living 10 blocks or further away were unable to describe the kinds of programs offered by the CoPS through its crime prevention programming.

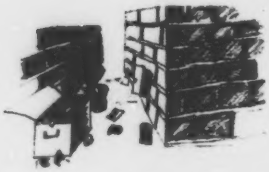
Neighbourhood surveys, the number of unsolicited requests for crime prevention assistance by neighbourhoods, and evidence of crime prevention programs being put into action spontaneously could serve as clear indicators of the extent to which residents were aware of crime prevention programs operating within their community

4. Inter-agency Cooperation/Partnership

The community policing paradigm stresses that the police are simply one of the players at the table when it comes to dealing with crime issues and putting in place crime prevention programming. As such, many crime prevention programs will have a multiplicity of partners both in their structure and in the program delivery. Consequently, it behooves any evaluation process to address partnerships and degree of cooperation as another key indicator of program success. It only makes sense that the stronger the ties and evidence of a clear willingness to work together towards the common goals of the program, the greater the potential for program goals and objectives to be maximized.

Operational Performance Indicators

5. Signs of Incivility and Disorder



There was almost universal agreement across all of our findings that a strong indicator of success with crime prevention programs targeted towards specific disorder issues would be the clear reduction in those issues over time. For example, a neighbourhood plagued by visible gang activity such as open drug deals, prostitution, the presence of crack houses, and unwanted graffiti decides to join with the police to 'take back their neighbourhood'. Over time the signs of gang activity disappear and the citizens begin to move openly and freely around their streets again. The decrease in the negative and the increase in the positive can be used as clear indicators that the crime prevention program succeeded.

> **"Disorder reflects the inability of communities to mobilize resources to deal with urban woes…. Physical and social incivilities engender a range of consequences that ultimately result in neighbourhood decline".**
>
> **Skogan, 1990**

6. Levels of Fear

Both the literature review and many of those interviewed recognize the strong impact of fear on the perception people have about their own safety and that of their community. Consequently, a critical performance indicator to try to measure as part of an evaluation will be the impact of the crime prevention program on this fear.

Levels of Fear

While surveys asking citizens to rate their fear before and after a program are the most common approach, the researchers designing the surveys are not always able to control for the variety of contexts within which the original fear surfaces. Fortunately, the tendency lately has been to use more 'unobtrusive measures' as indicators of success --- particularly those that monitor people's behaviours, which we can observe directly versus attitudes that require people to be truthful (not always a guarantee).

7. Repeat Victimizations

Most problem crime areas in a community have one thing in common: the majority of the crimes are usually committed against the same small percentage of victims. As such, the drop in re-victimization rates is more frequently measuring the success of crime prevention programs in these areas than any of the other standard set of indicators. When crime prevention programs are designed to address high-crime rate communities (for example, where burglaries are increasing dramatically), it behoves any evaluation of that program to gather data about repeat victimizations as a major indicator of the program's overall impact.

8. Community Feedback

Finally, both police and community respondents in our study see direct feedback from the community concerning crime prevention initiatives as one of the key indicators of program value. This information is retrievable through a number of direct methods (e.g., surveys, polling, public meetings) or indirectly through media publicity that is often representative of the general public opinion.

In Conclusion

The eight *Performance Indicators* best represent some of the most current thinking about what factors best measure the success of crime prevention programming. We have chosen to focus on them because they are practical and can be measured through a variety of indicators. The latter is particularly important since the final tool kit design is expected to be readily applicable by front line police staff and/or community volunteers. Consequently, they have to be able to identify sources of data that can be readily collected, easily analyzed, and reported in a comprehensive and pragmatic way.

PIs must be developed that tell us what is being done to improve the neighbourhood, in addition to those that tell us what is done (or needs to be done) to improve the officer. Business, government, and academia have long admitted that any program is successful only if it effectively meets its stated goals and objectives. Failure to do so could bring into question the value of the program not only to those who deliver it but also to those who are the recipients of the services being provided.

The process of evaluation is not necessarily arduous or expensive. It does, however, require:

- a commitment to provide the resources to carry it out;
- maintaining scientific integrity;
- that the results not be oriented toward a public relations agenda; and
- a willingness to make improvements when the results indicate that such are warranted.

The end result must be a reliable process that is capable of measuring whether a program can efficiently and effectively meet the goals on which it is based. Programs that have built in assessment and evaluation processes are far more capable of demonstrating their value to the decision makers and the community being served by:

- providing a mechanism for accountability;
- providing a basis for informed decision making;
- indicating the areas that can be improved;
- driving change;
- achieving results; and
- sending a powerful message to the employees about what is important to the organization and the community.

Appendix 5.6

5.6 List of Contributors

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➢ Mr. Brian Ford (retired Chief)
Ottawa-Carleton Police Service
Ottawa, ONT.

➢ Mr. Bob Lunney
Police Executive Research Forum (PERF)
Washington, DC.

➢ Dr. Don Loree
OIC Research and Evaluation
RCMP, H.Q.
Ottawa, ONT.

➢ Carol Wynot
Senior Corporate Planner
Toronto Police Service
Toronto, ONT.

➢ Barry Horrobin
Director Planning & Physical Resources
Windsor Police Service
Windsor, ONT.

➢ Deputy Chief Peter Copple
Calgary Police Service
Calgary, AB.

➢ Insp. Stu Ruff
Victoria Police Department
Victoria, BC.

➢ Det. Sgt. Alex Williamson
Crime Prevention Coordinator
OPP
Orillia, ONT.

➢ Deputy Chief Buizer
Brandon Police Service
Brandon, MB.

➢ Deputy Chief Gary West
Delta Police Service
Delta, BC.

➢ Insp. Ward Clapham
Nanaimo RCMP Detachment
Nanaimo, BC.

➢ Barbara Ann Simmons
Community Liaison/Black Cultural Centre
Coleharbour RCMP Detachment
Coleharbour, NS.

➢ Lt. Paolo del Mistro
Conseiller au commandant
Service de police de la Communauté urbaine de Montréal
Montréal, Québec

➢ Capt. Claude Levac
Sûreté du Québec
Montréal, Québec

➢ Insp. chef Bernard Arsenault
Cabinet du Directeur général de la Sûreté du Québec
Montréal, Québec

➢ Lieutenant-colonel David Yansenne
Directeur des opérations
Gendarmerie nationale
Brussels, Belgium

➢ Capitaine Frantz Denat
Police nationale de France
Seconded to the International Centre for Crime Prevention
Montréal, Québec

➢ PC Karen Austin
Merseyside Police ,
Lancashire, England

➢ Sgt. Peter Van Vree
Queensland Police Service
Queensland, Australia

➢ Chief Edgar MacLeod
Cape Breton Regional Police Service
Sydney, NS.

➢ Chief Superintendent Brian McCargo
Royal Ulster Constabulary
Northern Ireland

➤ Chief David Scott
Saskatoon Police Service
Saskatoon, SK.

➤ PC. Dennis Wright
Turo Police Service
Turo, NS.

➤ Toronto Police Service Crime Prevention & Community Officers Meeting with Toronto Crime Concern
15 officers in attendance:
- Cst. Rick McKnight
- Cst. Alison Slater
- Cst. John Courtney
- Cst. Al Benson
- Cst. Barry Clarke
- Cst. Phil Harris
- Cst. Joanna Teriault
- Cst. Ron Green
- Cst. Reg Eldridge
- Cst. Claudine Thomas
- Cst. Rick Richardson
- Cst. Gord Hayford
- Cst. Joseph Smith
- Cst. Austin Ferguson
- Cst. Ed Heinrichs

➤ Cst. Mark Legare
Fredericton Police Force
Neighbourhood officer
Fredericton, NB.

Community:

➤ Mr. Ray Wright
Neighbourhood Support
Wellington,
New Zealand

➤ Donna Blake Taylor
Homelessness & Urban Partnerships
Regional HQ BC/Yukon Region
HRDC
Vancouver, BC.

➤ Sharron Lyons
BCCPA
Surrey, BC.

➤ Michael Halls
Executive Director
Brampton Safe City Association
Brampton, ONT.

➤ John Bishop
ISCPP
Kesgrave, Ipswich
Suffolk, England

➤ Dr. Randy LaBonte
Consultant
Vancouver, BC.

➤ David Pepper
Director of Community Development
R. M. of Ottawa-Carleton
Ottawa, ONT.

➤ Anna Jacobs
Communications Facilitator
Ontario Healthy Communities Coalition
Toronto, ONT.

➤ Steve Jiggins
London Borough of Wandsworth
Watch Link
London, England

Business:

➤ Todd Letts
Toronto Board of Trade
Toronto, ONT.

➤ John Kiru
Toronto Association of Business Improvement Areas
Toronto, ONT.

➤ Manmohan Mand
Vancouver Downtown Business Improvement Areas
Vancouver, BC.

➤ Rick Joyal
Winnipeg Downtown Business Improvement Areas
Winnipeg, MB.

- Community Exchange 2000 Conference discussions.

  Attended by Crime Concern, Toronto. The Hon. M.P. Herb Gray introduced the guest speaker Dr. George Kelling. Approximately 50 participants representing grassroots community agencies, businesses, police, residents, and politicians from Windsor,Oshawa, London, Toronto, Kitchener, Ottawa, Hamilton, and Caledon.

Pilot Site Participants:

- Mr. Craig Black
Executive Director
Greater Victoria Victim Services
Victoria, BC.

- Cst. Sue Hamilton
Crime Prevention
Victoria Police Department
Victoria, BC.

- Insp. Stu Ruff
Victoria Police Department
Victoria, BC.

- Ms. Carol Walsh
Co-ordinator of Volunteers
Victoria Police Department
Victoria, BC.

- Insp. Ward Clapham
Operations Officer
Nanaimo RCMP Detachment
Nanaimo, BC.

- Corporal Mike Sinstadt
Crime Prevention/Victim Services
Nanaimo RCMP Detachment
Nanaimo, BC.

- Deputy Chief Peter Copple
Calgary Police Service
Calgary, AB.

- Dr. Yvonne Ko
Director Strategic Initiatives
Calgary Police Service
Calgary, AB.

- S/Sgt. Jim Fair
Youth Services Unit
Calgary Police Service
Calgary, AB.

- S/Sgt. Bill Hunt
Bureau of Community Policing Services
Calgary Police Service
Calgary, AB.

- Sgt. Marty Fulkerth
Crime Prevention Unit
Calgary Police Service
Calgary, AB.

- Sgt. Thomas Hewitt
Cultural Resources Unit
Calgary Police Service
Calgary, AB.

- Cst. Gwen Kennedy
Community Services
Prince Albert Police Service
Prince Albert, SK.

- Cst Paul Clouatre
School Liaison Officer
Prince Albert Police Service
Prince Albert, SK.

- Det. Sgt. Alex Williamson
Crime Prevention Coordinator
Community Policing Development Centre
OPP
Orillia, ONT.

- Special Cst. Rosemary Raycraft
Community Policing
Orillia Detchment OPP
Orillia, ONT.

- Cst. Tammy Maracle
Tyendinaga Police Service
Tyendinaga Mohawk Territory, ONT.

- Cst. Kevin Burmingham
Community Police Centre Officer
Ottawa Police Service,
Ottawa, ONT.

- Cst. Bob Cross
Community Police Centre Officer
Ottawa Police Service,
Ottawa, ONT.

- Cst. Nuria Delossantos
Neighbourhood Officer
Ottawa Police Service,
Ottawa, ONT.

- Cst. Bruce Marshall
Community Police Centre Officer
Ottawa Police Service,
Ottawa, ONT.

- Cst. Mark Scharfe
Community Police Centre Officer
Ottawa Police Service,
Ottawa, ONT.

- Cst. Jean Paul Vincelette
Community Police Centre Officer
Ottawa Police Service,
Ottawa, ONT.

- Mr. John Ashworth
Crime Concern Board
Toronto, ONT.

- Mr. Jim Davis
Crime Concern Board
Toronto, ONT.

- Commandant Denis Desroches
Community Police Station No. 17
SPCUM
Montréal, QUE.

- Ms. Michelle Côté
Civilian staff-planification office
SPCUM
Montréal, QUE.

- Cst. Diane Veillette
Community Policing
SPCUM
Montréal, QUE.

- Corporal Garry Forward
Fredericton Police Force
Neighbourhood Officer
Fredericton, NB.

- Cst. Mark Legare
Fredericton Police Force
Neighbourhood Officer
Fredericton, NB.

- Cst. Joe Taplin
Community Policing Coordinator
Coleharbour RCMP Detachment
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- Barbara Ann Simmons
Community Liaison/Black Cultural Centre
Coleharbour RCMP Detachment
Coleharbour, NS.

Crime Prevention Performance Indicators

The Team

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Introduction

The final product of this project is the development of an evaluation 'Tool Kit' resource instrument for use by Canadian police services and community groups working with police to assist with evaluating their crime prevention and problem-solving initiatives. EDUCON Marketing and Research Systems of Toronto, Ontario, Canada is developing it and the project authority is the Ottawa-Carleton Police Service, Ottawa, Ontario, Canada. Gail Walker, President of EDUCON, is the project manager. This project has been funded by the National Crime Prevention Centre, Ottawa, Ontario, Canada.

It is important however, to first consider the various performance indicators upon which the different programs will be assessed before embarking on the wider aspect of developing a fully integrated evaluation methodology and the resulting evaluation 'tool kit'.

The Police have a key part to play in securing a safe and just society. Their aims are of considerable concern to us all, especially as they come under pressure to operate more efficiently and effectively. Therefore, it is important to know what the police are doing, in partnership with others, to deliver services that achieve those aims, and then assess how well they are doing it.

The intensive focus on numbers of crimes and arrests may lead police agencies to lose sight of other important goals, such as equity, fairness, or a spectrum of humanistic concerns that Mastrofski (1999) calls "Policing for People".

This Report, entitled "Crime Prevention Performance Indicators", completes the third of four phases towards the development of the 'Program Evaluation Tool Kit' and utilises the information gathered in Phases 1 & 2.

The objectives of this report are:

- To develop accurate performance indicators that capture the effectiveness of police work in the areas of crime prevention and problem solving.
- To develop measures that can reasonably and unambiguously attributes changes in crime, fear, and disorder, as well as their effects on the quality of life to community action.

Based on our interviews with 'experts', police, community and business representatives, our own knowledge of relevant crime prevention performance indicators, methodology, evaluation, and an extensive literature and Internet review, we will report our findings in three distinct sections.

Section A, The Literature, discusses the findings of the literature and Internet review.

Section B, The Interviews, provides a summary of the information about appropriate performance indicators taken from our interviews with:

- "experts", nationally and internationally, in the fields of program evaluation, criminology, sociology, education, and community health;
- national and international police departments known for excelling in crime prevention and problem solving;
- community action groups representing grass roots community crime prevention programs; and
- a sampling of Board of Trade Directors and Association of Business Improvement Areas across Canada representing the business sector.

Section C, Developing a Foundation for the Tool Kit, is a synthesis of the information gathered in Sections A and B with a particular focus on identifying those performance indicators (PIs) most relevant and practical for inclusion in the Tool Kit.

A separate report, 'Building Blocking Towards Program Evaluation', focused on the literature and Internet review, interviews with police, community, business, and experts to determine the 'state of the art' for self-directed program evaluation tool kits/guides, and an analysis of the few crime prevention program evaluations submitted by police departments.

Section A: THE LITERATURE

The Literature

Community policing, with its emphasis on problem solving, crime prevention, and community restoration, significantly expands the police domain and demands that organizational performance be re-conceptualized. It is no longer sufficient to measure organizational crime-control prowess, now we must address crime control plus the expectations created under the principle of community policing.

Community policing is full-service policing. It embraces a number of ambitious goals: reducing crime and disorder, calming fears about the threats to public safety, and reducing the public's alienation from social institutions, such as the police. It is a way of more effectively delivering all of the services citizens need from police. At the core of the community-policing paradigm are two major tenets: (a) maximize problem solving; and (b) develop partnerships between the police and the community. The overall effectiveness, however, depends on the extent to which both the police and the community have been mutually reinforcing and have achieved collaboration with the individuals involved in crime prevention initiatives.

The planning, delivery, and evaluation of police services should be based upon a sound knowledge of customers' needs and expectations, with the emphasis being placed on solving community problems *with* the community *not for* the community. The important challenge for the implementation of the community policing approach is to engage in a *process* to breakdown the artificial barriers between the police and the community and promote groups and individuals to empower and motivate themselves.

Police processes involve what police do when they police for people.

Community policing is hampered however, by the tools police currently use to measure crime and police performance. There is a gap between the current ways police organizations measure productivity and the kinds of help communities really want from their police. Levels of fear and disorder, evidence of mounting community tension, and, most importantly, information about the specific sources of such difficulties and the police response to them go officially uncounted. As Kelling (1992) writes:

> ***"Can we quantify the soft indicators that really matter to communities? Or are we doomed, like the man who lost his keys in the alley but searches for them under the street light to keep looking in the wrong place because it is too hard to turn our attention where it belongs?"***

For additional reading on community policing, relevant references have been footnoted as a discussion on this topic is not the intent of this report (Trojanowicz (1990)[1]; US Department of Justice, (1988)[2]; McElroy, (1993)[3]; Goldstein, (1990)[4]; Eck & Spelman (1987)[5]; Rosenbaum, (1986), (1992)[6].

Measuring What Matters:

Developing measures of what the police do

Most citizens today not only expect but also often demand that their police respond quickly to calls for service. As a result, this has been one of the traditional measures used to assess police performance. Over the last fifteen years, however, there has been a gradual restructuring of police priorities to include more proactive or preventive strategies in the police practice of crime control. Furthermore, most performance indicators and evaluations currently used by police agencies emphasize only the crime control aspects of policing, typically consisting of compliance audits, statistical comparisons, or descriptive summaries of events, which still do not reflect all the work officers do.

As Mastrofski (1996) notes, more effort is put into recording UCR data (e.g. arrests, clearances, calls for service, response times, and reported crime) than any other indicators.

We must develop new measures of performance. Measures more in line with what communities really need and want. Therefore, the following discussion does not dwell on whether performance indicators are desirable or undesirable per se. Instead, it takes the use of performance indicators (PIs) as a given, and considers its relationship to crime prevention effectiveness.

In thinking about what PIs to use in evaluating crime prevention programs, it is important to be clear about what they can and cannot do. *Performance indicators do not directly measure quality of performance but should relate to the intended outcomes of a program.*

A performance indicator is a pointer, it suggests a line for further investigation, it is not a direct measure.

The current absence of any satisfactory performance indicators for police crime prevention is now widely recognised, as are the problems of devising indicators (Tilley, 1995; Ekblom, 1995). Some difficulties include:

- measuring the absence of events;
- random fluctuations in crime rates;
- national changes, notably in police policy;
- economic changes;
- the inability of crime surveys to pick out local patterns of change;

---

[1] Trojanowicz, R. & Bucqueroux, B. (1990). Community Policing: A Contemporary Perspective. Cincinnati, OH: Anderson Publishing Co.

[2] U.S. Department of Justice, (1988). Topical Bibliography: Community Policing. Washington, DC: NIJ/NCJRS.

[3] McElroy, J, et al. (1993). Community Policing: The CROP in New York. Newbury Park, NY: Sage Publications.

[4] Goldstein, H. (1990). Problem-Oriented Policing. New York: McGraw-Hill Publishing Co.

[5] Eck & Spelman. (1987). Problem-solving: Problem-oriented policing in Newport News. Washington, DC: US Department of Justice, NIJ.

[6] Rosenbaum, D. (1986). Community Crime Prevention: Does It Work? Newbury Park, NY, Sage Publications. and Rosenbaum, D. (1992). The Challenge of Community Policing: Testing the Promises. Thousand Oaks, CA, Sage Publications.

- variability in public reporting; and
- variability in police recording practices, to name a few.

Performance needs to be assessed against some kind of standard. Very commonly, when it comes to crime prevention, no standard can be identified other than the performance of other equivalent organisations. This approach can be misleading since the circumstances facing one group pursuing their objective will differ from those facing another.

PIs and their benchmarks should address the individual organization's anticipated results and the degree of achievement. They should point toward the ways to objectively measure the degree of success a program has had in achieving its stated objectives, goals, and planned program activities. They will move the evaluation process from "What was expected?" and "How did you conduct the activity?" towards the measurement of "What actually occurred?" and "What was actually accomplished?" Therefore, PIs and their benchmarks *need to relate as closely as possible to the intended outcomes* rather than outputs.

Outcomes refer to the results of what is done whilst outputs refer to the volume or amount of activity that has been generated.

Thus, PIs can constitute one vehicle for accountability of the police to the public they serve. Within public sector organisations, PIs can be used by management as a check on how well individual elements are functioning and suggest areas where change may be called for. There can be a feedback loop from objective setting to performance measurement through PIs about organisational change.

Some challenges to developing Crime Prevention PI's

Contemporary Issues

1. The most traditional measure of police effectiveness is typically reflected in some assessment of the aggregate ***crime rate*** or the ***breakdown into crime types*** about which the public may be most concerned. When the crime rate increases, the police most often attribute this rise to demographic shifts or changing social conditions and not to police operations. However, when the crime rate is declining it is common for the more aggressive police officials to attribute that decline to the latest police operational innovation (e.g., street drug/youth unit, K-9 unit, etc.). Thus we have an important measurement dilemma and challenge regarding the effect of policing on crime, specifically, the asymmetric nature of police claims of credit or avoidance for explaining the control, or lack thereof, over crime cycles.

As we know, recorded crime rates, which depend on public reporting and police recording practices, may not accurately reflect changes in the volume of crime that is occurring. In some crime categories, police and public interest lie in increasing the rate at which incidents are reported, for example, domestic violence, and these may lead to apparent, though explicable, increases in ***incidence rates*** (crimes per 1000 potential victims).

Furthermore, citizen reporting and police recording practices together may work to the disadvantage of the poor and residents of higher crime areas, potentially disguising the effects of programs that might otherwise appear promising.

In addition, crime prevention programs that ask citizens to be "the eyes and ears" of police hopefully do increase reporting but higher crime figures could make those efforts look counterproductive even if the actual crime rate has not changed or has decreased.

> ***The threat of looking worse as a result of doing better has made most evaluators aware of the difficulties of using reported crime figures to evaluate programs.***

2. A second issue related to crime measurement is ***arrest rates***, which result from onsite detection or witness/victim identification. Shifts in the arrest rate for any particular kind of crime, however, can also be affected by changes in police policy or practices. Therefore, it is important to distinguish the contribution associated with more effective policing policies and practices from those associated with shifts external to policing and beyond their control.

Many police services are developing a tighter feedback-measuring capability, which enables them to observe the influence of changes in tactics or strategy on crimes and arrests. This "total quality management" requires maintaining detailed and high frequency information on crime measures as well as logs on police operations where there have been changes to standard practices or routines. This approach allows for better linkages between operational actions and their consequences.

Unfortunately, crime, arrest, and response rates not only fail to keep an accurate score but they also can confuse the community about the object of the game. For example, while low levels of recorded crime may conceivably reflect low crime rates, as mentioned previously they can also reflect under reporting of crime. For instance, only about half of all rapes are ever reported to the police. Consequently, the impact of crime prevention programs and intervention models is not accurately captured.

3. Although crime rates, incidences of crime, and arrests are certainly salient measures, police are responsible for other factors affecting the quality of life within a community. There is little question that anything that can be done to reduce the ***fear***[7] ***of crime***[8] and ***the perceived risk of victimization***[9] contributes to an improvement in the quality of life in the community.

There is corroborating evidence that measures of fear and of the perceived risk of victimization do not measure the same phenomenon. In short, fear is not perceived risk; by all indications, it is its consequence. A reasonable assumption is that anxiety about future victimization is much more common among the general public than fear associated with actual encounters of crime. (Bandura, 1986; Baumer, 1985; Ferraro, 1995; Skogan, 1987). Therefore, this must not be overlooked when developing PIs to be used for evaluating crime prevention programs.

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[7] There is a lot of confusion over the meaning of **fear**, which seems to arise from a failure to recognize distinctions between perception, cognition, and emotion. Although fear may result from the cognitive processing or evaluation of perceptual information, FEAR is an EMOTION caused by an awareness or expectation of danger.

[8] **Fear of crime** may be aroused by an immediate danger.

[9] **Perceived risk of victimization** is the subjective probability of victimization and is a proximate cause of fear – not fear itself.

Furthermore, survey research on fear of crime is extensive but somewhat bewildering as a result of the variety of questions that have been used by investigators to measure fear of crime. Some questions ask about fear during the day; others, about fear at night. Some pertain to fear at home, whereas others question respondents about their fear in their own neighbourhood or in their city. Still others ask respondents about their fear when alone or with others. Such sensitivity to context is commendable but it is of little value unless such contextual variables are systematically varied and their effects evaluated. For example, when respondents report fear of crime in social surveys, what specific offences do they have in mind? Are those offences similar across individuals? We know that they almost surely are not. Fear of rape, for example, is very pronounced among women but presumably not among men.

Neighbourhood residents are concerned about a broad range of disorder problems that also impact on fear of crime, including, traffic enforcement, illegal dumping, building abandonment, graffiti, and teenage loitering. There are several theoretical and empirical investigations of how incivilities influence crime and fear at the neighbourhood level (Hunter, 1978; Skogan, 1990; Wilson & Kelling, 1982).

Skogan, for example, labels signs of incivility as disorder and argues that disorder plays an important role in sparking urban decline.

> "Disorder reflects the inability of communities to mobilize resources to [illegible] These social incivilities engender a range of consequences that ultimately result in neighbourhood decline".
> Skogan, 1990

In terms of developing Pis, many of these quality of life activities connected with reducing fear of crime and perceived risk of victimization are indirect and may have no impact on the crime rate itself and therefore, are not captured in a data base.

When developing crime prevention performance indicators, it will be important to also use more unobtrusive measures of public fear (e.g., an increase in people using public spaces that were previously avoided because they were viewed as dangerous, or the removal of graffiti and garbage) compared to simply using the more traditional approaches, such as surveying. This type of measure also has the advantage of reflecting behaviour rather than attitudes; therefore, it is a better measure of the state of fear in a neighbourhood or community.

4. The British Home Office have studied ***repeat victimization (rv)*** since the early 1980's as a possible source for a PI for *particular* police crime prevention, such as, racial attacks, domestic burglary

(auto theft), residential burglary, individual street robbery, non-domestic burglary (schools, businesses), and domestic violence (Pease, 1998; Ferrell, et al, 2000; Farrell & Buckley, 1993; Farrell & Pease, 1993); Trickett, (1992).

As cited in Tilley (1995), the following reasons have been identified for the consideration of repeat victimization as a PI:

- ☐ **there is an increase in the literature that identifies a greater risk of victimization is faced by those who have already been victimized;**
- ☐ **the police already are encouraged to attend to repeat victimizations;**
- ☐ **a focus on repeats would encourage concentration of crime prevention efforts on high crime areas, since that is where the higher repeats are found to occur; and**
- ☐**o rates of recorded repeat victimization should be calculable from data already routinely collected (in principle) and held by police. However, with many police agencies this information is not easy to extract or analyze.**

It is accepted that matters beyond the control of the police and the community partnerships are crucial in determining changes in overall crime rates. Yet these rates do affect the numbers of *expected* repeat victimization and also influence the proportions of incidents which may also be repeats. This must be taken into account when considering repeat victimization as a PI. For example, a study of small businesses in parts of Leicester, England carried out for Crime Concern showed that:

✓ 17% of businesses suffered 69% of burglaries;
✓ 17% of businesses suffered 83% of fraud;
✓ 9% of businesses suffered 92% of threats, abuse and intimidation;
✓ 1% of businesses suffered 45% of robbery.
(Pease, 1998).

The commission of a crime boosts the likelihood of its repetition and is exactly parallel to the 'Broken Windows" thesis (Kelling, 1999) in which neglect of the first attack on a building or person means that no-one cares and that the attacks can continue with impunity. Therefore, the argument for 'fixing broken windows' is precisely the same as for preventing rv by changing what the offender first encountered.

Trickett et al (1992), indicated that crime prevention 'success' in rv terms would be indicated where a statistically significant alteration is made in the ratio of *expected* to the *observed* number of average victimizations per victim. For example, the police could specify in advance which crime or crimes are to be special targets for prevention (such as domestic burglary - auto theft) in the forthcoming year, and the repeat victimization PI could then be used to measure effectiveness. Crime prevention directed at re-victimization will thus lead to a focus on relatively high crime areas.

Pease (1998) found that 80% of repeat burglary victims are likely to have been re-victimized by the same offender. In each of the demonstration projects in

(auto theft), residential burglary, individual street robbery, non-domestic burglary (schools, businesses), and domestic violence (Pease, 1998; Ferrell, et al, 2000; Farrell & Buckley, 1993; Farrell & Pease, 1993); Trickett, (1992).

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which rv was studied, an overall crime reduction was achieved by reducing the re-victimization of those places the and people suffering the most crime. The advantages to using rv prevention as a strategy for crime control was clear.

Focusing on repeats:

- ☐ **automatically concentrates effort on areas of highest crime;**
- ☐ **automatically concentrates on individuals at greatest risk;**
- ☐ **fuses the role of victim support and crime prevention, which have been historically separated;**
- ☐ **explicitly links the police tasks of prevention and detection;**
- ☐ **provides a way of targeting prolific offenders; and**
- ☐ **makes the clearance of a series of crimes more likely than when they were viewed independently.**

A problem with using repeat victimization as a PI for crime prevention effectiveness is that victim surveys are poor at measuring repeat victimizations. Instead, it is suggested that survey measures of the ***prevalence*** of victimization, or the percentage of persons or households that have been victimized once or more be used instead. Then we only need to know that something happened to someone to categorize that person as a "victim". Therefore, ***prevalence rates*** may increase, so it would be useful to measure prevalence as a secondary PI in order to capture pre-emptive crime prevention efforts and to acknowledge that displacement may occur as a result of efforts to reduce repeats.

5. There are many other ***community-related activities*** the police engage in that may be seen as ends in themselves but also contribute to the improved ability to prevent crimes or solve them once they occur. This is one of the basic principles underlying *problem-oriented policing* and *community policing*. The connection to the community and its information networks provides important opportunities to learn the identity of the perpetrator of a crime and enhance the likelihood of an arrest. Enhancing the information-sharing practice represents a deterrent measure that clearly does impact on the effectiveness of police work, however it should be measured appropriately.

6. Another important issue facing the effective measurement of police performance centres on what police can expect of different communities and what the communities could expect in turn from the police, and the subsequent implications for community policing ***partnerships***. A major difficulty in devising a partnership PI is the diversity of partnerships in which the police are involved. Two major types of partnerships may be discerned through which role the police play, for example, those working directly with the public in small sub-beat sized areas (e.g., Neighbourhood Watch) and those involving other agencies in more strategic work (e.g., Safer Cities, Crime Concern, and Business Improvement Areas).

It is necessary to define who is covered in police-community partnerships. A crime prevention partnership may be deemed to exist if a group (quorum) meets at least four times a year and the police are which rv was studied, an overall crime reduction was achieved by reducing the re-victimization of those places the and people suffering the most crime. The advantages to using rv prevention as a strategy for crime control was clear.

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- ☐ **automatically concentrates on individuals at greatest risk;**
- ☐ **fuses the role of victim support and crime prevention, which have been historically separated;**
- ☐ **explicitly links the police tasks of prevention and detection;**
- ☐ **provides a way of targeting prolific offenders; and**
- ☐ **makes the clearance of a series of crimes more likely than when they were viewed independently.**

A problem with using repeat victimization as a PI for crime prevention effectiveness is that victim surveys are poor at measuring repeat victimizations. Instead, it is suggested that survey measures of the ***prevalence*** of victimization, or the percentage of persons or households that have been victimized once or more be used instead. Then we only need to know that something happened to someone to categorize that person as a "victim". Therefore, ***prevalence rates*** may increase, so it would be useful to measure prevalence as a secondary PI in order to capture pre-emptive crime prevention efforts and to acknowledge that displacement may occur as a result of efforts to reduce repeats.

5. There are many other ***community-related activities*** the police engage in that may be seen as ends in themselves but also contribute to the improved ability to prevent crimes or solve them once they occur. This is one of the basic principles underlying *problem-oriented policing* and *community policing*. The connection to the community and its information networks provides important opportunities to learn the identity of the perpetrator of a crime and enhance the likelihood of an arrest. Enhancing the information-sharing practice represents a deterrent measure that clearly does impact on the effectiveness of police work, however it should be measured appropriately.

6. Another important issue facing the effective measurement of police performance centres on what police can expect of different communities and what the communities could expect in turn from the police, and the subsequent implications for community policing ***partnerships***. A major difficulty in devising a partnership PI is the diversity of partnerships in which the police are involved. Two major types of partnerships may be discerned through which role the police play, for example, those working directly with the public in small sub-beat sized areas (e.g., Neighbourhood Watch) and those involving other agencies in more strategic work (e.g., Safer Cities, Crime Concern, and Business Improvement Areas).

It is necessary to define who is covered in police-community partnerships. A crime prevention partnership may be deemed to exist if a group (quorum) meets at least four times a year and the police are involved by providing information on local crime patterns and advice on what could be done to reduce crime risks. An emphasis on crime prevention partnerships recognizes that the police need to work alongside others in statutory, private and voluntary organizations, as well as the public.

Tilley (1995) indicated that measurement of the relative effectiveness of a police-community partnership might be achieved by examining the degree to which they are able to minimize the mismatch between expected and observed rates of repeat victimization in relation to those crimes over which it is hoped that police-community partnerships can have an impact. It would also help police management identify successful and less successful practises and those instances where additional effort is needed.

How to address a salient community policing problem is also a challenge because police do not deal with one community only, but simultaneously with many publics, often with competing expectations and differing capacities for partnering in a community policing enterprise.

7. Police departments often follow a *set of contradictory*, or at least conflicting, ***operating principles***. On the one hand, officers are expected to respond rapidly and shave seconds off response times to 911 calls, while, at the same time, the department is promoting the more strategic, ***problem-solving model***. Police effectiveness, however, tends to be focused on the former. To attack crime, fear, and disorder problems at their roots, police officers and managers need to be fully familiar with the nature of the problems in a given area as the cause of a crime pattern in one area may be quite different from the cause of a similar crime pattern in another area. Effective problem solving depends on knowing the territory and the people who reside and work there.

Obviously, it is imperative that sufficient numbers of police are available to make strategies workable, however, problem-solving models will ultimately reduce the amount of time spent in a reactive mode. This is evident given that some police departments have moved away from the practise of random preventive patrol (e.g., driving aimlessly or walking the streets) to more tactical strategic enforcement activities. Nevertheless, we cannot totally ignore the fact that visible police patrol leads to a heightened sense of public safety and security. Therefore, it can be a challenge for police to espouse the problem-solving model while, at the same time, trying to maintain police visibility. As a result, it is paramount that the problems be identified, analyzed, and the quality of resolution be evaluated.

8. It is a known fact that ***crime prevention activities*** contribute significantly to the workload of police, however at present these activities are untapped by traditional measures (CCJS, 1997). Performance indicators should accurately reflect the ***content of the job*** an officer working in crime prevention is expected to perform as well as the expected quality of the job performance. The complexity of police work has two dimensions: the complexity of the situations or problems confronting crime

Discretion comes into play not only in decisions to arrest but also in every situation in which the police make choices about doing something.

prevention officers, and the complexity of their responses to those situations. Panhandling is an example of how complex a seemingly simple act can be. Employees could be asked to provide feedback regarding the frequency and criticality of tasks associated with their respective crime prevention assignments. as well as projections about associated tasks for the future. It is also important that these PIs reflect the changing nature of the job.

The Houston Task Force based the creation of new performance criteria on the following tasks and activities officers performed in their neighbourhoods.

TASKS and ACTIVITIES

- ☐ **learn characteristics of area, residents, businesses;**
- ☐ **become acquainted with leaders in area;**
- ☐ **make residents aware of who the officer is and what s/he is trying to accomplish;**
- ☐ **identify area problems;**
- ☐ **communicate with supervisors, other officers and citizens about the nature of the area and its problems;**
- ☐ **investigate/do research to determine sources of problems;**
- ☐ **plan ways of dealing with problems;**
- ☐ **provide citizen information about the ways they can handle problems (educate/empower);**
- ☐ **help citizens develop appropriate expectations about what police can do and teach them how to interact effectively with police;**
- ☐ **develop resources for responding to problem;**
- ☐ **implement problem solution;**
- ☐ **assess effectiveness of solution;**
- ☐ **keep citizens informed.**

Oettmeier & Wycoff, 1999,
pp. 383–384.

9. When undertaking crime prevention programs/initiatives it is important to determine whether the police or community members involved have the requisite knowledge, skills and attitudes, ability, and willingness to do the job. In other words, PIs should be established that first measure if the police officers have the ***capacity*** to do the crime prevention police work.

> ***The public judge police competence primarily in terms of the tangible things they can readily observe, not in terms of crime statistics.***

Once this is established, performance measurement might more reasonably focus on whether the officer effectively used his or her skills in the operation of the crime prevention program. For example, is the officer able to select the correct response to fit the service/program needs of the area for which he or she is responsible? To accomplish this the officer will need to seek more effective means of obtaining information from the community. Generally, the most significant form of citizen feedback has come in the form of complaints about improper police activity. Notwithstanding the importance of attending to citizen complaints, departments need to collect data about the crime prevention services citizens want and whether citizens believe their service needs are being met. Numerous departments have used community forums, meetings, and surveys for eliciting service needs and preferences. This approach places a focus on *"results"* and therefore appraisals would be less vulnerable to subjective influences.

10. Mastrofski (1999) identifies six characteristics that the public associate with "good service" from their police. These elements should be taken into account when developing performance indicators for evaluating crime prevention programs/initiatives as they show how well the police are providing services.

☐ **Attentiveness.** What appeals to the public about community policing and crime prevention is the promise that outreach programs will increase the public's access to the police.

☐ **Reliability.** The public expect a degree of predictability in what the police do.

☐ **Responsive service.** The public want "client-centered" service.

☐ **Competence.** There is the expectation that the police know how to deal with the problem.

☐ **Proper manners.** Studies show that the most powerful predictors of citizen satisfaction with the police have more to do with HOW police treated the citizen, rather than what they accomplished.

☐**Fairness.** The factor having the greatest impact on people's feelings about the law and legal authority was their perception of a fair procedure, an impact greater than that of a sense of favourableness or fairness of the outcome.

A crude measure of attentiveness is the amount of time officers spend with citizens.

Framework for Developing PIs

According to Tilley (1995), the following desiderata for police crime prevention PIs represents an ideal standard against which other PIs can be assessed. However, "there will have to be some compromises when it comes to crime prevention" (p.6).

☐ **The PIs should relate directly and as accurately as possible to priority intended outcomes of crime prevention work.**

☐ **Efforts to attain success as measured through the PIs should not divert police efforts from the main task of crime prevention. More positively, the performance indicators selected should help focus attention on effective crime prevention work.**

☐ **Efforts to attain success as measured through PIs should not lead the police to compromise other ends they may wish to pursue.**

☐ **The indicators should be quantitative, and ratio measurement is to be preferred.**

☐ **The indicators should be easily understandable.**

☐ **The data used for the indicators should be collectable at minimal cost or, if not already available, the work in their assembly should also yield some benefit to policing practices to offset costs incurred.**

☐ **The PIs should relate specifically to police contributions to crime prevention.**

☐ **The measurement should be credible to the police and the public.**

☐ **The calculation of the PI should be unambiguous.**

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Langworthy (1996) has stressed a need to develop measures that can routinely provide information to police that is meaningful to the people who use it. He has highlighted some performance concepts that might be employed to measure police performance.

- ☐ **The impact domain is a cluster of items that the police are supposed to affect – crime, fear of crime, and disorder.**
- ☐ **The organizational health domain deals with the nature and volume of police business and community support as well as the level of job satisfaction of police employees and their knowledge of the jobs.**
- ☐ **The process domain deals with fairness, civility, equitable service, and ethical service, while the community assessment domain deals with police abilities and ethical behaviour. Both address the way the police do their work.**
- ☐ **The community context domain involves social cohesion, informal social control, and political and social structures.**

**Langworthy, (1996).
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When compiling performance measures with appropriate evaluation methodology into a self-directed, program evaluation "Tool Kit", thereby improving our capacity for "measuring what matters", it is important to identify some of the issues and challenges facing such a project.

In **sum**, PIs must be developed that tell us what is being done to improve the neighbourhood, in addition to those that tell us what is done (or needs to be done) to improve the officer. When it comes to the measurement of police work, it is certainly important to address these aforementioned challenges in order to make the necessary improvements. Business, government, and academia have long admitted that any program is successful only if it effectively meets its stated goals and objectives. Failure to do so could bring into question the value of the program not only to those who deliver it but also to those who are the recipients of the services being provided.

The process of evaluation is not necessarily arduous or expensive. It does, however, require:

- a ***commitment*** to provide the resources to carry it out;
- maintaining scientific integrity;
- that the results not be oriented toward a public relations agenda; and
- a willingness to make improvements when the results indicate that such are warranted.

The end result must be a reliable process that is capable of measuring whether a program can efficiently and effectively meet the goals on which it is based. Programs that have built in assessment and evaluation processes are far more capable of demonstrating their value to the decision makers and the community being served by:

- providing a mechanism for accountability;

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- providing a mechanism for accountability;

- providing a basis for informed decision making;
- indicating the areas that can be improved;
- driving change;
- achieving results; and
- sending a powerful message to the employees about what is important to the organization and the community.

> ***There is a need to develop measures the police can routinely collect information on and make them meaningful to the people who use them. Measures should tend to be of the type that are easy, simple, inexpensive, and from which inferences can be made.***

Section B: THE INTERVIEWS

The Experts

The interviews with substantive experts revealed that the choice of appropriate performance indicators of program success or failure were dependent upon a number of critical factors. Evaluators must consider the type of program, the implementation strategy, and the service-delivery model in order to determine which measures will accurately reflect a program's effect in a community. Respondents stated that it was necessary to establish a series of clearly defined, obtainable goals at the very beginning of program implementation that could then be used for evaluation purposes. As a result, program success would depend upon achieving these pre-determined goals.

Program success depends upon achieving pre-determined goals

While recognizing the importance that has been traditionally placed on crime rates and statistics by police agencies, the media, and members of the public, the experts believed that there were inherent problems with relying on them as indicators of performance for crime prevention initiatives. First of all, respondents stated that an initial increase in crime rates was often the result of the implementation of crime prevention programs, as community members have a greater awareness of target issues and are more willing to report criminal activity to the police. Secondly, experts found it extremely difficult to isolate the effects of single programs on overall crime rates and other shared outcomes, as a wide variety of political, social, and economic factors contribute to changes in these statistics. This is further complicated by the fact that these figures only capture those activities that are actually being reported, which fails to provide an accurate representation of the public's fear of crime and perceived risk of victimization. Respondents agreed that the perceived threat to personal safety in a community was equally important as the actual incidences of crime and, therefore, must be addressed in crime prevention programs. Although extremely difficult to accurately measure, especially in light of the influence of television and other media, changes in the levels of fear in a community was considered a critical indicator of program performance.

Levels of fear are a critical PI

In many cases, experts believed that the visible signs of disorder and neglect within a given community significantly contributed its citizens' concerns for personal safety. Incidences of graffiti, vandalism, and homelessness were seen to increase the amount of stress on both individuals and social agencies, creating perceptions of fear. The effectiveness of those programs that target specific disorder issues could subsequently be measured by observing tangible reductions in the problem over time. Respondents emphasized the use of "unobtrusive measures" as a means of identifying

Signs of disorder and neglect contribute to concerns of safety whether citizens feel afraid. Such issues as adequate lighting, access to public telephones, as well as the general maintenance of both public and private space could potentially be evaluated in terms of their contribution to the community's fear of crime.

A variety of survey and consultation methods were used to collect and quantify fluctuations in the public's fear of crime. While mail-out and telephone surveys were considered the most economical means of gathering this data, direct contact was seen to provide more reliable results. Calls for service were identified as an important source of information, however the experts stated that the criteria used to record and categorize these calls were often very broad with very little consistency between agencies. As a result, respondents stressed the importance of interacting with not only community members but also representatives from those agencies that have invested interests in that community (i.e. police, parole, social services, business associations, etc.). In fact, experts believed that inter-agency collaboration was quickly being recognized as a necessary component of effective crime prevention programming and thus should be evaluated as a measure of performance. Examining client trends in food banks, abuse shelters, youth support groups, and other related social service providers could provide valuable information regarding the effects of a program in a community.

The experts believed that inter-agency collaboration was important in crime prevention programming and should be a PI.

Interview respondents indicated that the level of police involvement in community activities and organizations should be evaluated as it could be directly linked to the commitment of police management towards crime prevention and community policing initiatives. Is crime prevention integrated into the operating principles and problem-solving model of the department? And, if so, to what extent? It was stated that the dedication of police resources for proactive, community-based activities was a good indicator that a particular department was willing to interact and work with the community to address specific problems. The experts focused on the level of community involvement in police decision-making and deployment as well actual participation in crime prevention initiatives and client satisfaction. Integrally linked to this commitment, is providing adequate training and resources, both financial and human, to deliver service in an effective and cost-efficient manner.

Commitment to crime prevention by police management is an important PI.

The Police

Crime rates and other related statistics (e.g. clearance rates, arrest rates, response times), as has traditionally been the case, were the performance indicators most commonly identified in the interviews with law enforcement professionals. Tracking these statistics over time was seen to provide a useable representation of the effectiveness of policing efforts and crime prevention activities within the community. Respondents did recognize, however, the inherent limitations with defining program success based solely on reductions in crime statistics, which reflect the sum total of all social, political, and economic factors within a given area. As a result, it would not be accurate to establish a causal relationship between one particular program and an overall reduction in crime without more in-depth investigation. The use of crime statistics as an indicator of performance is further limited by the fact that they reflect only those crimes that are being reported and do not take into consideration other social factors that contribute to fear and unrest in a community. In fact, respondents confirmed that effective program delivery often led to an initial rise in crime statistics, resulting from an increased awareness and willingness by the public to report incidents to the police.

Crime rates, calls for service, arrest rates, and incidences of repeat victimizations were viewed as important PIs.

Calls for service were also frequently collected and categorized as a means of measuring performance; however, respondents again indicated that the implementation of additional crime prevention and community policing initiatives within a given area would likely lead to an increase in the number of calls.

Respondents saw value in examining fluctuations in arrest rates and incidences of repeat victimization to measure the effectiveness of those programs that targeted specific criminal activities. Police response time and the overall cost effectiveness, in terms of obtaining a positive return on funding and human resources, were also taken into consideration when assessing program performance.

One major obstacle facing police practitioners in the program evaluation of crime prevention initiatives was to accurately measure the performance of those programs that delivered a purely preventative service. The question of "How do you evaluate what is being prevented?" is a serious dilemma, particularly when a program must be held accountable for its expenditure of resources. As a result, respondents indicated that crime prevention programs must clearly define realistic goals within the scope of their overall operating principles, identifying from the onset what will be used to measure performance. In many cases, those delivering the programs are unable to develop operational measures because they are too vague in defining what it is they want to achieve. Respondents encouraged those delivering crime prevention programs to investigate and draw comparisons to acknowledged benchmarks and other indicators of success found in comparable programs operating in other communities. This is difficult to do as programs vary greatly and no two communities are the same.

Displacement must be accounted for when reporting the success of a program.

The interview participants identified changes in the level of fear of crime and the perceived risk of victimization within a community as critical measures of performance that must be examined during the evaluative process. Do people actually feel safer? Respondents indicated that the public's perceptions of crime could significantly affect behaviour, even if those fears were unjustified. Clearly, if the community continues to be fearful after a problem has been eradicated, then that must be addressed in the specific program. As a result, a tremendous amount of time and effort has been dedicated to gathering and assessing the public's opinions on a variety of crime, disorder, and safety issues. A variety of survey formats have been distributed by mail, telephone, and in-person in order to generate community feedback. Community meetings, the media, and the Internet were also utilized as means of collecting this information. The results of this inquiry typically revealed that serious crime, although significant, was not necessarily the main contributor to fear in the community. Incidences of disorder (graffiti, vandalism, vagrancy, etc.) that were encountered on a daily basis often lead citizens to believe that a more serious problem exists than may actually be the case. These signs of incivility can, however, are targeted by programs in the community, measuring performance through a visible reduction in the targeted problem. Respondents indicated that when assessing the performance of programs targeting particular disorder issues, it is important to assess whether or not the problem has actually been eliminated or has simply relocated in another community.

The police believed that inter-agency collaboration was important in crime prevention programming and should be a PI.

Recognizing that many of the factors contributing to criminal activity and a sense of fear in the community lay outside of traditional police mandates, police services have been placing increased emphasis on the development of proactive partnerships with those agencies that have invested interest in a community in consultation with the community itself. As a result, inter-agency collaboration is becoming a requirement that must be addressed in the program development process and is more frequently becoming a measure for evaluation.

Measuring client participation in arrest alternatives, shelters, outreach, and other social service initiatives could be used to track program performance over time. Police involvement in community events and the level of public awareness of crime prevention programs were cited as potential performance indicators. It is important to note, however, that in some instances success can be measured by a reduction in police involvement in community activities. Many police initiatives encourage the community to take ownership for their problems, often resulting in resolutions that do not require police intervention. Increases in community involvement in these

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initiatives were generally considered a positive indicator of performance.

Commitment to crime prevention by police management is an important PI.

A number of interview respondents stated that the level of commitment by law enforcement management towards crime prevention and community policing activities would have a direct effect on their subsequent performance. Possible indicators to look at would be whether or not the department has unit or officers dedicated to community policing or crime prevention, as well as the amount of financial and human resources allocated for these activities. In order to have a positive effect in the community, the capacity must exist to accurately respond to the needs of its citizens, which involves providing program practitioners with specific information, training (language, cultural, etc.), and equipment. A lack of these resources was considered a likely indicator of poor program performance.

Police services are aware that direct feedback from the public provides valuable indicators of their overall performance within the community. All policing professionals that were surveyed uniformly considered client satisfaction a priority.

Public feedback was encouraged and frequently was used to measure the effectiveness of crime prevention initiatives.

The Community

When asked to identify viable performance indicators that could be used in the evaluation of crime prevention programs, representatives from the community were quick to assert that measures of success were integrally linked to the overall goals and operating principles of each specific program. Respondents stated that the means of measuring success or failure must be defined during the initial stages of program development, thus providing evaluators with the tools to determine why a program did or did not meet expectations. The goal of servicing a specified number of clients over a given time period, for example, could be easily monitored and assessed. One must be careful, however, not to exclude client or community feedback that may not fit directly into program goals as it could provide valuable insight into community perceptions and effective service delivery.

Program evaluation must be introduced during the initial stages of program planning and development.

While community representatives did recognize the value that is traditionally attributed to crime rates, there was tremendous concern that reductions in these statistics were frequently used as the sole measure of performance by a number of funding providers when evaluating performance. Respondents believed that a reduction in the crime rate could be significant but does not reveal the full story. Effective crime prevention programs often lead to an initial increase in crime rates as the general public are more aware of specific issues and become more willing to report crime to the police.

Crime rates do not give the full story.

Furthermore, a decrease in the crime rate may signify that the number of criminal acts has decreased in a community but the severity of crime and violence may have increased. Reductions in re-victimization rates were used as indicators of positive program performance primarily in the United Kingdom, where specific attention has been paid to collecting that type of data. Community members ultimately believed that crime statistics, although important performance indicators, did not accurately reflect changes in the fear of crime and perceived risk of victimization in a community. Public surveys and community consultation have revealed that instances of incivility and public disorder often contribute more to a community's sense of unrest, heightening perceptions of fear. Reductions in graffiti, vandalism, and vagrancy were seen as positive, easily identifiable indicators of program success that contributed to improvements in the community's sense of personal safety.

While the interview respondents understood that a reduction in the fear of crime within a community is a critical measure in determining program effectiveness, considerable challenges were faced when attempting to collect and quantify public opinions on crime and personal safety issues. The pressure to develop reliable performance indicators that can be applied to proactive and preventative initiatives has intensified, community representatives believed, in light of fiscal restraints occurring at all levels of government. Many respondents were concerned that the dollar value is often looked at by funding providers without taking into consideration the full benefit or effect of the program. Furthermore, many grants are for a year only, consequently positive changes may just be in the initial stages and it would be very difficult to measure successful outcomes. Measuring citizen participation in community events, use of public parks and transportation, reliance on social agencies, as well as the economic growth of the area was cited as possible avenues for investigation during program evaluation.

Short-term funding criteria may not allow sufficient ti[illegible] measure pro[illegible] outcomes and impacts with any [illegible]

In order to effectively reduce crime and the fear of victimization in a given community, respondents stated that it was necessary for the police and other social agencies to adopt a holistic approach towards problem solving, hopefully resulting in a coordinated commitment to establish goals within each agency as well as with other partners that have a stake in the community. Developing strong ties to the community and establishing working relationships with external agencies were considered indicators of positive program performance. Again, the measurement of performance must be directly linked to the intended outcomes of the program, where success may mean a reduction of police involvement resulting from improvements in community empowerment.

A holistic approach to problem solving that results in a coordinated commitment is an important PI.

Community representatives indicated that regardless of the approach used by evaluators to measure the effectiveness of crime prevention programs, success still very much relies on direct feedback and support from the community. Police, social service providers, and other community agencies to collect information on the performance of specific programs consistently utilized surveys, public meetings, media polls, as well as regular, informal contact. Respondents also stated that special attention must be paid to the amount and type of publicity crime prevention initiatives receive in the various media as they often either reflect or directly contribute to public perception and opinion.

Business

For Board of Trade members and other business sector representatives, reductions in targeted crime statistics and the overall crime rate within a specified commercial district were the most commonly identified indicators of program effectiveness. Incidences of disorder, such as graffiti, vandalism, vagrancy, panhandling and 'squeegee kids', were monitored and recorded as a means of evaluating the results of specific interventions and initiatives.

Many interview respondents stated that positive program performance would be directly reflected in the degree of economic growth and development within a specified area. Simply put, people tend to avoid areas where they don't feel safe. Increases in not only the number but also the attendance at community events as well as consumer traffic after the implementation of a program were considered clear indicators of improvements in the public's perception of safety for that area.

Disorder and decay of neighbourhood are important PIs [illegible]

Awareness and visibility were identified by business sector representatives as important factors when attempting to measure the success of a program. First of all, is the community aware that the program exists? And, secondly, does the program have a visible presence within the community? Community participation in the implementation and delivery of a program in addition to the number of clients served were frequently used to measure performance.

For the most part, client feedback proved to be the most tangible and relied upon performance indicator utilized in program evaluation. The thoughts and opinions of program practitioners and clients, police, and the general public were regularly gathered to ensure that program goals and mandates accurately reflect the specific needs of the community. Surveys, whether being delivered by mail, telephone, FAX, or in person, were the most commonly used tool for obtaining this information. The existing information networks and regular meetings inherent with Board of Trade and Business Improvement Area membership facilitated the gathering and exchange of the necessary feedback to identify problems, establish realistic goals, and devise appropriate solutions.

Section C: Developing a Foundation for the Tool Kit

Developing a Foundation for the Tool Kit

The discussion throughout the previous sections has explored a broad range of issues relating to the methodologies best suited to evaluating crime prevention programs and the various performance indicators that best measure the programs' achievements. The concepts discussed have ranged from the relatively complex to those that reflect the proverbial 'KISS' principle.

It is clear from both the literature review and the summaries of the various police, expert, community, and business group interviews that we live in a world where both traditional (e.g., crime rates, calls for service, levels of fear of crime) and non-traditional indicators (e.g., increased public activity in areas that generated avoidance before, less graffiti) can be used to assess achievement. What becomes of concern is whether the various indicators are truly representative of what is being measured and can be collected in a relatively simple and cost-efficient manner.

This section of the report is faced with the challenge of drawing from this myriad of research findings, beliefs, practices, ideas, and observations those performance indicators that have the most pragmatic value when it comes to evaluating crime prevention programs. Furthermore, the eventual tool kit must factor in a number of basic issues if it is expected to be of value to those groups employing it. For example:

1. It must recognize that a meaningful evaluation is not an afterthought -- something that can be put in place well after a program is up and running.
2. The choice of performance indicators must be reflective of the various activities taking place within the program.
3. As much as possible, each PI must not be impacted by variables other than the one being measured, thereby ensuring the validity of the findings. For example, crime rates are never accurate measures of a crime prevention program's achievement since numerous variables can play a role in explaining why crime rates increase or decrease.
4. Data collection methods must be seen as both easy to implement and both cost and time efficient. Since community volunteer groups and front line police officers will use the tool kit, for the most part, simplicity is paramount to maximize their interest and participation.
5. Any program being considered for evaluation must have in place a clear set of goals and objectives against which outputs and impacts can be measured. Unless you clearly state what it is your

program is intending to do; using what methods; and hopefully generating what results --- any evaluation process, simple or complex, will have little opportunity to do what it is designed to do.

What Was Clear From the Findings?

The performance indicators discussed in the previous sections of this report have been reviewed and assessed as to their suitability for inclusion in the eventual tool kit. Specifically, each PI identified was rated against the factors listed aoove along with its relevance to the variety of crime prevention programs most commonly found across Canadian communities. The end result is a shortlist of PIs that in our opinion:

- reflect the structure and/or activities of an average community crime prevention program;
- can be measured using readily identified activities;
- can be measured with a reasonable, but limited, level of effort and cost;
- do not require extensive analysis to draw conclusions that represent the outputs and/or impacts of the program; and
- appear to be reasonably reliable when it comes to their application across different programs in different communities with different forms of program delivery.

Crime prevention programs really exist at two levels. First is the infra-structure of the program, which takes into consideration such things as paid and volunteer staff, police officer secondments, advisory groups or boards of directors, equipment, work space, and training seminars, **and** secondly, the operational-structure represented by the various activities and events that make up what the program was set up to do. As such, we were able to isolate from our various research findings specific performance indicators at both levels. Indicators that we believe need to be considered when attempting to evaluate a community/police led crime prevention initiative.

Infrastructure Performance Indicators

1. Police Commitment

The success of a crime prevention program is very much influenced by the extent to which the local police service has committed resources to the operation of the program. Both the literature review and various interviews across all four groups (experts, police, business, and community) confirmed this. The assignment of staff on a permanent basis to crime prevention activities was a good indicator that the department was committed to the success of working with the community to solve problems. This commitment can be measured in several ways, including: number of resources assigned; hours of police officer involvement; financial resources put into the program by the department; level of community involvement in police decision making; and through the measure of overall citizen satisfaction with police involvement.

2. Community Participation

The degree and level of community participation in a crime prevention program was seen as clear evidence of the potential success of a program. The greater the number of community participants, along with a significant time commitment, the more potential for the program to achieve its goals. The number of people involved and the extent of their involvement measured in time were frequently cited as the best means for measuring performance in this area.

3. Community Awareness

A rather indirect way to measure program success is the extent to which the community at large is aware of its existence. Such knowledge, however, is more a reflection of how the program is structured and subsequently delivered rather than of direct crime prevention activity. As such, we have chosen to list it in the infrastructure category.

A real good example, one of the limitations of the Victoria Community Police Station (CoPS) Program, found during its three-year evaluation, was the clear lack of awareness about the local CoPS program when the citizen lived more than 10 blocks away from the actual station location. This was further confirmed by the fact that citizens living 10 blocks or further away were unable to describe the kinds of programs offered by the CoPS through its crime prevention programming.

Neighbourhood sidewalk surveys, the number of unsolicited requests for crime prevention assistance by neighbourhoods, and evidence of crime prevention programs being put into action spontaneously could serve as clear indicators of the extent to which residents were aware of crime prevention programs operating within their community

4. Inter-agency Cooperation

The community policing paradigm stresses that the police are simply one of the players at the table when it comes to dealing with crime issues and putting in place crime prevention programming. As such, many crime prevention programs will have a multiplicity of partners both in their structure and in the program delivery. Consequently, it behoves any evaluation process to address partnerships and degree of cooperation as another key indicator of program success. It only makes sense that the stronger the ties and evidence of a clear willingness to work together towards the common goals of the program, the greater the potential for program goals and objectives to be maximized.

Operational Performance Indicators

1. Signs of Incivility and Disorder

There was almost universal agreement across all of our findings that a strong indicator of success with crime prevention programs targeted towards specific disorder issues would be the clear reduction in those issues over time. For example, a neighbourhood plagued by visible gang activity such as open drug deals, prostitution, the presence of

2. Community Participation

The degree and level of community participation in a crime prevention program was seen as clear evidence of the potential success of a program. The greater the number of community participants, along with a significant time commitment, the more potential for the program to achieve its goals. The number of people involved and the extent of their involvement measured in time were frequently cited as the best means for measuring performance in this area.

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Operational Performance Indicators

1. Signs of Incivility and Disorder

There was almost universal agreement across all of our findings that a strong indicator of success with crime prevention programs targeted towards specific disorder issues would be the clear reduction in those issues over time. For example, a neighbourhood plagued by visible gang activity such as open drug deals, prostitution, the presence of crack houses, and unwanted graffiti decides to join with the police to 'take back their neighbourhood'. Over time the signs of gang activity disappear and the citizens begin to move openly and freely around their streets again. The decrease in the negative and the increase in the positive can be used as clear indicators that the crime prevention program succeeded.

2. Levels of Fear

Both the literature review and many of those interviewed recognize the strong impact of fear on the perception people have about their own safety and that of their community. Consequently, a critical performance indicator to try to measure as part of an evaluation will be the impact of the crime prevention program on this fear. While surveys asking citizens to rate their fear before and after a program are the most common approach, the researchers designing the surveys are not always able to control for the variety of contexts within which the original fear surfaces. Fortunately, the tendency lately has been to use more 'unobtrusive measures' as indicators of success --- particularly those that monitor people's behaviours, which we can observe directly versus attitudes that require people to be truthful (not always a guarantee).

3. Repeat Victimizations

Most problem - crime areas in a community have one thing in common: the majority of the crimes are usually committed against the same small percentage of victims. As such, the drop in re-victimization rates is more frequently measuring the success of crime prevention programs in these areas than any of the other standard set of indicators. When crime prevention programs are designed to address high-crime rate communities (for example, where burglaries are increasing dramatically), it behoves any evaluation of that program to gather data about repeat victimizations as a major indicator of the program's overall impact.

4. Community Feedback

Finally, both police and community respondents in our study see direct feedback from the community concerning crime prevention initiatives as one of the key indicators of program value. This information is retrievable through a number of direct methods (e.g., surveys, polling, public meetings) or indirectly through media publicity that is often representative of the general public opinion.

In Conclusion

The above eight Performance Indicators best represent some of the most current thinking about what factors best measure the success of crime prevention programming. We have chosen to focus on them because they are practical and can be measured through a variety of indicators. The latter is particularly important since the final tool kit design is expected to be readily applicable by front line police staff and/or community volunteers. Consequently, they have to be able to identify sources of data that can be readily collected, easily analyzed, and reported in a comprehensive and pragmatic way.

Section D: Appendices

Interview Guides

List of Contributors

References

Interview Guides

Development and Production of an Evaluation "Tool Kit" Resource Instrument for Police and Community Groups

Interview Guide for Experts

As we know, community policing and crime prevention initiatives are hampered by the tools police and community groups use to measure crime prevention and police performance. It would seem there is a gap between the current ways police organizations measure productivity and the kinds of help communities really want from their police. Levels of fear and disorder, evidence of mounting community tension, and, most importantly, information about the specific sources of such difficulties and the police response to such problems often go officially uncounted.

Our research TEAM is currently involved in developing an evaluation 'Tool Kit' resource instrument for use by Canadian police services and community groups working with police to use as a key resource in evaluating their crime prevention, problem solving, and community policing initiatives. It will assist the police services and community groups to measure performance that is more in line with what communities really need and want.

This project was awarded to EDUCON Marketing and Research Systems of Toronto, Ontario, Canada and the project authority is the Ottawa-Carleton Police Service, Ottawa, Ontario, Canada. Gail Walker, President of EDUCON, is the project manager. This project has been funded by the National Crime Prevention Centre, Ottawa, Ontario, Canada.

As you are a recognized expert in the area of pragmatic research and evaluation we are requesting your assistance. We would like to conduct a ***telephone interview*** with you and will be calling you in the next couple of days to set-up an interview time. We hope you will agree to participate. In the meantime we would like to provide you with the **five questions** we will be asking. In this way you will have an opportunity to review them in advance. In the meantime, if you have any questions please do not hesitate to call Gail Walker at 416 466 0159.

In contemplating your responses, we would ask that you remember that the 'Tool Kit' is intended to be used by frontline police personnel and community groups.

1. Are you aware of **any** program evaluation "Tool kits", guides or instruments that would provide assistance to police and community groups in evaluating their crime prevention initiatives? NO YES
2. If, YES would you please indicate the source(s) and how we can obtain a copy(ies)?
3. Can you direct our search for articles and/or materials that could provide us with assistance in developing suitable performance indicators against which police crime prevention/ community policing initiatives can be evaluated. NO YES
4. If, 'YES', please list sources/references:
5. In your opinion, what are the non-traditional and suitable performance indicators against which police crime prevention/ community policing initiatives could be evaluated and how might you measure them?

Thank you very much for your assistance.

Interview Guide for Police and Community Groups

As we know, community policing and crime prevention initiatives are sometimes hampered by the tools police and community groups use to measure crime prevention and police performance. It would seem at times there is a gap between the current ways police organizations measure productivity and the kinds of help communities really want from their police. Levels of fear and disorder, evidence of mounting community tension, and, most importantly, information about the specific sources of such difficulties and the police response to them often go officially uncounted.

Our research TEAM is currently involved in developing an evaluation 'Tool Kit' resource instrument for use by Canadian police services and community groups working with police as a key resource in evaluating their crime prevention, problem solving, and community policing initiatives. It will assist the police services and community groups to measure performance that is more in line with what communities really need and want.

This project was awarded to EDUCON Marketing and Research Systems of Toronto, Ontario, Canada and the project authority is the Ottawa-Carleton Police Service, Ottawa, Ontario, Canada. Gail Walker, President of EDUCON, is the project manager. This project has been funded by the National Crime Prevention Centre, Ottawa, Ontario, Canada.

As your department/agency is a recognized leader in the area of community policing and crime prevention initiatives we are requesting your assistance. We would like to conduct a ***telephone interview*** with you and we hope you will agree to participate. We have provided you with the project objectives and **interview questions** we will be asking. In this way you will have an opportunity to review them in advance. In the meantime, if you have any questions please do not hesitate to call Gail Walker at 416 466 0159.

Project Objectives:

1. To combine performance measures with the appropriate evaluation methodology into a self directed program evaluation "Tool Kit" for use by police and community groups.
2. To determine the 'state of the art' for self directed program evaluation tool kits/guides.
3. To recommend appropriate methodology for the evaluation of Canadian police services in the areas of community policing, crime prevention, and problem solving.
4. To develop accurate performance indicators that capture the effectiveness of police work in the areas of crime prevention, community policing, and problem solving.
5. To develop measures that can reasonably and unambiguously attribute changes in crime, fear, and disorder, as well as their effects on the quality of life to community action.
6. To ensure that the "Tool Kit" will reflect the latest trends and thinking regarding evaluation for proactive crime prevention police programs.

Telephone Interview Questions:

In contemplating your responses, we would ask that you remember that the 'Tool Kit' is intended to be used by frontline police personnel and community groups.

1. In your opinion, what are the suitable performance indicators against which police crime prevention/ community policing initiatives could be evaluated and how might you measure them?2
2. Do you have need of a program evaluation tool kit? – Would you use it? NO YES
3. What are the essential topics that should be contained in the tool kit?
4. What format should it be available in (e.g., hard copy, Internet for download, both, other)?
5. Do you have a crime prevention program that should be evaluated? NO YES

6. Would you be willing to pilot the "tool kit" when it is completed (January, 2001) to actually measure one of your existing crime prevention programs or a program about to be implemented?
7. Has your police service/community agency conducted any program evaluation(s) of a crime prevention program/initiative in the last 5 years? NO YES

8. **If, YES can we obtain a copy(ies) of the results? [mail to: EDUCON Marketing & Research Systems, Gail Walker, Unit #3, 18 Doncrest Road, Toronto, Ontario, Canada, M4K 1R8 or email: educon@sympatico.ca].**
9. If, YES have conducted an evaluation, but the results are not available:

Then ask the following:

- Name of **Crime Prevention program/ Community Policing Initiative**?
- Goal and Objectives of the crime prevention program?
- Objectives of the Program Evaluation?
- Year of program evaluation?
- Who evaluated the program? o inside o outside consultants
- Type of evaluation? o assessment/review o process o impact evaluation
- Research Design:
  - o One Shot o Pretest/Posttest o Control Group o Treatment group
  - o Time series – Panel
  - o Other ____________________
- Methodology /Approach?
  - o Mail –out Surveys o Telephone Surveys o Focus Groups
  - o Discussion Groups o Personal Interviews o Phone Interviews
  - o Crime Statistics o Other ____________
- Target Group(s) (e.g., police constables, youth, volunteers)?
- Response Rate (e.g., to a survey)?
- Size of Sample(s)?
- Attrition of cases (e.g., if pre/post test or panel design)?
- Describe Instrument(s) (e.g., to measure police attitudes, job satisfaction, fear of crime, drug prevention - DARE)
  - o used established instruments? LIST? Reliability coefficient, if known?
  - o developed instruments? If so, what were they measuring? Were they piloted and by whom?
- Type of statistical test(s) used?
  - o descriptive – frequencies, means o t-test o Chi-square
  - o ANOVA o MANOVA o Correlations o Qualitative
- Statistical power to detect meaningful differences? o < 0.5 o <.001
- Evaluation Results - Recommendations?

Thank you very much for your assistance.

Interview Guide for Business – Board of Trade Representatives

Community policing and crime prevention initiatives are often hampered by the tools police and community groups use to measure crime prevention and police performance. It would seem there is a gap between the current ways police organizations measure productivity and the kinds of help communities/businesses really want from their police. Levels of fear and disorder, evidence of mounting community tension, and, most importantly, information about the specific sources of such difficulties and the police response to such problems often go officially uncounted.

Our research TEAM is currently involved in developing an evaluation 'Tool Kit' resource instrument for use by Canadian police services and community groups working with police to use as a key resource in evaluating their crime prevention initiatives. It will assist the police services and community groups to measure performance that is more in line with what communities/businesses really need and want.

This project was awarded to EDUCON Marketing and Research Systems of Toronto, Ontario, Canada and the project authority is the Ottawa-Carleton Police Service, Ottawa, Ontario, Canada. Gail Walker, President of EDUCON, is the project manager. This project has been funded by the National Crime Prevention Centre, Ottawa, Ontario, Canada.

To date business leaders are not usually called upon to provide their input about crime prevention programs/initiatives. We believe however, that the perception by business owners about the safety of their communities is an important aspect to be considered when developing and funding crime prevention programs/initiatives. Consequently, we are turning to you as a key business representative for your community to request your assistance and insights with this project. We would like to conduct a ***telephone interview*** with you but in the meantime we have provided you with the **questions** we will be asking. In this way you will have an opportunity to review them in advance. In the meantime, if you have any questions please do not hesitate to call Gail Walker at 416 466 0159.

Project Objectives:

1. To combine performance measures with the appropriate evaluation methodology into a self directed program evaluation "Tool Kit" for use by police and community groups.
2. To determine the 'state of the art' for self directed program evaluation tool kits/guides.
3. To recommend appropriate methodology for the evaluation of Canadian police services in the areas of community policing, crime prevention, and problem solving.
4. To develop accurate performance indicators that capture the effectiveness of police work in the areas of crime prevention, community policing, and problem solving.
5. To develop measures that can reasonably and unambiguously attribute changes in crime, fear, and disorder, as well as their effects on the quality of life to community action.
6. To ensure that the "Tool Kit" will reflect the latest trends and thinking regarding evaluation for proactive crime prevention police programs.

In contemplating your responses, we would ask that you remember that the 'Tool Kit' is intended to be used by frontline police personnel and community groups.

1. Is the business sector in your community actively involved in crime prevention programs/initiatives?
   NO YES

2. To the business sector what things (performance indictors[10]) would indicate to you that crime prevention programs/initiatives are working?

3. What are the signs that crime prevention programs/initiatives are not working?

Thank you very much for your assistance.

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[10] Performance Indicators is defined as: Ways to objectively measure the degree of success a program has had in achieving its stated objectives, goals, and planned program activities. Therefore as GOALS address philosophy; OBJECTIVES address actions; PERFORMANCE INDICATORS address anticipated results and degree of achievement.

List of Contributors

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Police:

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Merseyside Police
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- PC Michael Wright
Maidstone Police
Maidstone,
Kent, England

- Assistant Supt. Veronica Chan
Singapore Police Department
Singapore, Malaysia

- Major Guy Howie & Capt. Robertson
Ocala Florida Police Department
Ocala, FL.

- Sgt. Jeff Cohn
Dept. of Public Safety
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- Lte. Dave Keneller
San Jose Police Department
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- Mr. Brian Ford (retired Chief)
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- Mr. Bob Lunney
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- Deputy Chief Gary West
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Queensland Police Service
Queensland, Australia

- Chief Edgar MacLeod
Cape Breton Regional Police Service
Sydney, NS.

- Chief Superintendent Brian McCargo
Royal Ulster Constabulary
Northern Ireland

- Chief David Scott
Saskatoon Police Service
Saskatoon, SK.

➢ PC. Dennis Wright
Turo Police Service
Turo, NS.

➢ Toronto Police Service Crime Prevention & Community Officers Meeting with Toronto Crime Concern
15 officers in attendance:
- Cst. Rick McKnight
- Cst. Alison Slater
- Cst. John Courtney
- Cst. Al Benson
- Cst. Barry Clarke
- Cst. Phil Harris
- Cst. Joanna Teriault
- Cst. Ron Green
- Cst. Reg Eldridge
- Cst. Claudine Thomas
- Cst. Rick Richardson
- Cst. Gord Hayford
- Cst. Joseph Smith
- Cst. Austin Ferguson
- Cst. Ed Heinrichs

➢ Cst. Mark Legare
Fredericton Police Force
Neighbourhood officer
Fredericton, NB.

Community:

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Neighbourhood Support
Wellington,
New Zealand

➢ Donna Blake Taylor
Homelessness & Urban Partnerships
Regional HQ BC/Yukon Region
HRDC
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➢ Sharron Lyons
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Toronto, ONT.

➢ John Kiru
Toronto Association of Business Improvement Areas
Toronto, ONT.

➢ Manmohan Mand
Vancouver Downtown Business Improvement Areas
Vancouver, BC.

➢ Rick Joyal
Winnipeg Downtown Business Improvement Areas
Winnipeg, MB.

- Community Exchange 2000 Conference discussions.

  Attended by Crime Concern Toronto. The Hon. M.P. Herb Gray introduced the guest speaker Dr. George Kelling. Approximately 50 participants representing grassroots community agencies, businesses, police, residents and politicians from Windsor, Oshawa, London, Toronto, Kitchener, Ottawa, Hamilton, and Caledon.

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